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ABSTRACT

This document contains 20 bibliographies on specific aspects of the teaching of English which have been compiled and annotated by authorities in the field of English. Books, monographs, journal articles, and research reports are listed, and information about their availability from NCTE and ERIC is given. Titles and authors of the bibliographies are "Semantics" by Charles Weigartner, "Creative Writing" by B. Jo Kinnick, "Public Speaking and Oral Interpretation" by Thomas Sloan, "Dramatic Arts: Playwriting, Acting, Staging" by Genevieve Richardson, "Composition in the Elementary School" by Alvina Treut Burrows, "Humanities" by Sheila Schwartz, "Discussion and Informal Talk (Elementary)" by Howard Blake and Marciene Mattleman, "Censorship" by Lee Burress, Jr., "Listening" by Sara Lundsteen, "Handwriting, Capitalization, and Punctuation" by L. Jean York, "Biography" by Elizabeth White, "Lexicography" by Karl Dykema, "Humanities" by Allan Glatthorn and Hilda Tuthill, "Spelling" by Richard E. Hodges, "Rhetoric" by Edward P. J. Corbett, "Fiction (Secondary)" by L. Ruth Clay and Stephen Dunning, "Popular Arts: Media Study" by David J. Powell, "History of the English Language" by W. Nelson Francis, "Vocabulary" by Walter Petty and Robert Mehaffy, and "Grammar (Morphology and Syntax)" by Harold Allen. (JB)

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BASIC ANNOTATED BIBLIOGRAPHY ON THE TEACHING OF SEMANTICS

Prepared for NCTE/ERIC
By
Charles Weingartner
University of South Florida

October 1970

BOOKS:

Born, Tom. *Understanding Language*. Middletown, Conn.: American Education Publications, 1969.

This is a four unit series, done on newsprint in a consumable workbook format. Prepared by a well-informed and imaginative junior high school teacher, these units engage students through a modified "game approach" in doing semantics rather than in merely memorizing a semantic taxonomy. Comes with a Teaching Guide.

Fabun, Don. *Communications: The Transfer of Meaning*. Beverly Hills, Calif.: Glenco Press, 1968.

One in a series of perceptive Kaiser Aluminum News publications. An excellent semantics "primer," attractive format. Comes with beginning semantics bibliography. Inexpensive. Excellent for classroom use.

Hayakawa, S. I. *Language in Thought and Action*. New York: Harcourt, Brace & World, 1964.

The most recent version (done with Leo Hammalian and Geoffry Wagner) of the most widely used book on semantics. Most useful for teachers.

Keyes, Kenneth S. *How to Develop Your Thinking Ability*. New York: McGraw-Hill, 1950.

Semantics presented with sensitivity and wit. Amusing illustrations to restate key points. High school and junior college students like it.

Lee, Irving J. *Language Habits in Human Affairs: An Introduction to General Semantics*. New York: Harper and Brothers, 1941.

Another really good source book for teachers who want to incorporate the study of semantics into their class work.

Minteer, Catherine. *Words and What They Do To You*. Lakeville, Conn.: Institute of General Semantics, 1965. [ED 025 498 EDRS Price: MF-$0.75 HC-$6.55 129p.]

Sample lesson plans, developed through working with junior high school students.

**This bibliography may be reproduced in any quantity to distribute free without the permission of NCTE/ERIC.*

Postman, Neil. *Language and Reality*. New York: Holt, Rinehart, Winston, 1966.

This book, the final one in a six book (7-12) series called "The New English," leads students inductively through a great variety of semantic activities. Comes in a teacher's edition.

Thomas, Cleveland A. *Language Power for Youth*. New York: Appleton-Century-Crofts, 1955.

A collection of brief descriptions by teachers of successful approaches to teaching semantics in the schools.

Thurman, Kelly. *Semantics*. Boston: Houghton Mifflin Co., 1960.

A collection of brief, selected writings (from a wide variety of sources) having a semantic focus; intended as a "case book" to be used for research exercises. Can be used in other ways.

JOURNAL ARTICLES:

Corbin, Richard. "Semantics in the Secondary School," *NAASP Bulletin* 39(September 1955): 50-55.

Important linguistic insights that can be revealed through the study of semantics.

_____. "Will Semantics Help?" *English Journal* 43(March 1954): 130-34. [ED 020 170 EDRS Price: MF-$0.25 HC-$0.40 6p.]

A case - urgently made - for the inclusion of the study of semantics in English in order to help students become more sensitive to the curious ways in which words work.

Deighton, Lee. "The Survival of the English Teacher," *ETC: A Review of General Semantics* 10(Winter 1953): 97-106.

A thoughtfully developed presentation as to how the teacher of English can help students learn really important "language operations." Includes many specific examples.

Durham, Virginia. "A Semantics Approach to Teaching High-School English," *The Clearing House* 32(January 1958): 273-76.

Selected semantic concepts and ways they might be taught to high school students.

Everhart, Rodney W. "Why not Teach Children Semantics?" *Elementary English* 34(December 1957): 548-51.

A description of attitudes and practices for teachers to keep in mind while helping children learn semantic strategies.

Fersh, Seymour H. "Semantics and the Study of Culture," *Social Education* 27(May 1963): 259-61. [ED 020 924 EDRS Price: MF-$0.25 HC-$0.30 4p.]

A description of how unconscious connotations confuse non-cultural analyses, and how the study of semantics can help to minimize such confusion.

Filbin, Robert, and Stefan Vogel. "Semantics for America's Schools," *Elementary English* 36(December 1959): 567-70.

A case for a semantic approach to the study of language in human affairs for the specific purpose of affecting student attitudes.

Flanigan, Michael C. "Semantics and Critical Reading," *English Journal* 55(September 1966): 714-19.

An explication of how semantic principles relate to critical reading by the director of the Euclid English Demonstration Center.

Glicksberg, Charles I. "Methodology in Semantics as Applied to English," *School Review* 53(November 1945): 545-53.

A clear statement of the objectives of semantics teaching along with suggested general methods.

Hayakawa, S. I. "Semantics in Freshman English," *Educational Leadership* 21(November 1963): 93-96, 136.

A biographical account of a freshman English class that Hayakawa taught as a graduate student, focusing on what the students learned as a result of the inclusion of semantics.

LaBrant, Lou. "The Words of My Mouth," *English Journal* 35(June 1946): 323-27.

An expanded answer to the question: "How do words per se affect our attitudes toward other people, especially members of social groups other than our own, and what can the teacher of English do about this effect?"

Lauer, Rachel. "Communicating Sense and Nonsense: Effects of Semantic Training upon Some Fifth Grade Children," *Pathways in Child Guidance* (Bureau of Child Guidance, New York Board of Education) 7(March 1965): 13-15. [ED 001 823 EDRS Price: MF-$0.25 HC-$0.35 5p.]

A description, by the chief psychologist for the New York City public schools, of an experiment in which fifth grades were given 26 lessons in semantics and the results.

The general conclusion was "that...semantics can be effectively taught to young children and that it can result in significant changes in thinking quality which do not ordinarily accrue to the same degree from the regular curriculum."

Melchior, Thomas E. "A Language Unit in the Junior High School," *English Journal* 56(September 1967): 858-62. [ED 020 930 EDRS Price: MF-$0.25 HC-$0.40 6p.]

While the term "semantics" is not used explicitly, this account would probably be considered a "semantic approach" by other authors included in this bibliography.

Postman, Neil. "Linguistics and the Pursuit of Relevance," *English Journal* 56(November 1967): 1160-65.

An explication of why "linguistics" should be defined to permit the study of "language situations" rather than to be restricted to grammatical analysis.

_____, and Charles Weingartner. "Semantics," in *Linguistics: A Revolution in Teaching*, (New York: Delta, 1967): 122-53.

A brief over-view of the development of semantics, with emphasis on the potential role of the study of semantics in English and language arts.

Thomas, Cleveland A. "Semantic Concepts for Secondary School English," *English Journal* 49(March 1960): 186-91.

A list of 5 semantic concepts judged by a group of specialists in the teaching of English to be most important from a list of 55 possibilities.

_____. "Semantics for the Classroom," *ETC: A Review of General Semantics* 14(Summer 1957): 280-88.

A description of specific procedures used in a high school class studying "how language works."

Weingartner, Charles. "Semantics: What and Why," *English Journal* 58(November 1969): 1214-19.

An attempt to define semantics specifically for teachers of English in the schools with an accompaning rationale. The rationale includes descriptions of how the study of semantics improves critical thinking ability.

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BASIC ANNOTATED BIBLIOGRAPHY ON CREATIVE WRITING

Prepared for NCTE/ERIC
By
Mrs. B. Jo Kinnick
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September 1970

Creative writing is best taught as related to literature and language study because it is related. In the elementary and secondary school it is the right of every student to experience creative writing even before he can spell the words he knows and wishes to use in his poem, essay, or story. Teachers can enable all students to share the creative writing experience by using peer teachers when adult aides are not available. Students who can do no independent writing and little reading may be taught to do more of both by dictating their stories, having them typed, and reading them with and to a peer teacher. The books and articles cited in this bibliography will help teachers at all levels to make creative writing integral to English teaching and part of every student's experience.

Applegate, Mauree. *When the Teacher Says, "Write a Poem": A Book for Junior High Students*. New York: Harper and Row, 1965. 121p.

In seven animated chapters--really lessons, the author teaches students that poetry is for them, is the language of the senses, has inner rhythm, pictures its message, may kick up its heels, may be kindled. Most of her examples are student written, often more effective as motivators than the work of established poets.

_____. *When the Teacher Says, "Write a Story": A Book for Junior High School Students*. New York: Harper and Row, 1965. 106p.

Especially good are "Making the Characters Come Alive" (Chapter 4) and "Deciding on The Scenery and Staging" (Chapter 5) because the author shows that effective fiction is written in scenes. Teachers always hope their students will make good use of such chapters as "Checking Your Paper For Power" which gives the student writer a yardstick for measuring his narrative as a short story and also provides a check list for sentence structure and punctuation.

Armour, Richard. *Writing Light Verse*. Boston: The Writer, Inc., 1958. 122p.

Armour is a highly articulate prose writer too and an excellent teacher. He tells the ambitious writer of light verse how and where to find subjects, what metrical forms work best in light verse, the "uses and abuses" of rhyme, how to catch attention in the opening line (better yet in the title) and how to end the poem with "force and unexpectedness." Armour illustrates most often with his own poems because as he says, "I know these poems of mine--how they were worked up and worked over better than I do the poems of anyone else." In 1958, Armour had written for 21 years and had sold five thousand poems to a hundred or more magazines. This book tells how he did it and how teachers and/or their students may have successful adventures in the crafting of light verse, a "crafty" art if there ever was one.

Arnstein, Flora J. *Poetry in the Elementary Classroom.* New York: Appleton-Century-Crofts, 1962. 124p.

A fine poet in her own right, Flora Arnstein answers the questions she has heard posed most often in teacher workshops: How do you get children interested in poetry? How do you get them to write? What can a teacher do on being required to teach poetry when he feels his background in the subject is inadequate? This book gives answers and assurances; perhaps the most needed is that, far from being allergic to poetry, children are curious and eager to hear more, to write more, and by doing both, to grow in skills and appreciation.

Buchan, Vivian. "Priming the Pump and Controlling the Flow," *English Journal* 56(January 1967): 109-13. [ED 019 264 EDRS Price: MF-$0.25 HC-$0.40 4p.]

A college teacher tells how to apply the Why-and-Because method to student problems in expository writing. How to get started? How to narrow the subject? Teenagers, says the author, have opinions on almost everything and are flattered to be asked why they believe as they do. The why's make the topic sentences and the because's support those sentences. The theme outline becomes sensible. Students have a "form to drape their ideas upon." Verbal and creative students can profit by the structured approach too because their problem is one of too much facility and fluency. Why-and-Because will control the flow. Illustrations are from non-verbal and highly verbal students. High school and college teachers will find this article helpful.

Carlson, Ruth Kearney. *Sparkling Words: Two Hundred Practical and Creative Writing Ideas.* [ED 037 448 EDRS Price: MF-$0.25 HC-$0.50; also NCTE, Stock No. 32002: $3.95 non-members, $3.50 members 213p.]

A highly teachable book on creative writing, designed for grades four, five, and six, but useful below grade four and above grade six and as a teacher idea-builder at any level. Creative writing is creative thinking, says Dr. Carlson, and sets about to prove it by suggesting creative thought exercises appropriate to various grade levels. Each chapter has its own highly selective bibliography. The Types of Writing Index adds to the usability of the book.

Corbin, Richard. *The Teaching of Writing in Our Schools.* Champaign: NCTE, 1966. [NCTE, Stock No. 32609: $1.95 non-members, $1.65 members 118p.]

Foreword by Robert F. Hogan, preface by Richard Corbin. As school districts include more and more parents in curriculum planning, such books as The Teaching of Writing and its companion books, The Teaching of Reading in Our Schools, and The Teaching of Language in Our Schools gain more importance. Corbin covers many bases from "Why?" to "When?" and "How?" to "What?" and "How Much?" "Marking and Grading" "The Variety of English," and "How Parents Can Help." Especially enlightening is Corbin's treatment of the "correct" versus the "effective" sentence. The book is a must for teachers, parents, and teacher-parents.

Engle, Paul, ed. *On Creative Writing*. New York: E.P. Dutton, 1964. 244p.

The organizer and long director of the Program in Creative Writing at the University of Iowa, Engle presents a group of writers each discussing his own area of specialty with illustrations drawn from older or--more often--from contemporary literature. Engle's chapter "The Writer on Writing" is wise and perhaps wisest of all, his comment, "Anything is suitable for fiction, which is not a record of incidents happening to men and women but of the response they make within themselves to the incidents." This is because fiction deals with character which often determines action. The message may be this: guide student writers of fiction to begin with character, not plot.

Gordon, Edward J. *Writing and Literature in the Secondary School*. New York: Holt, Rinehart and Winston, 1965. 295p.

As Gordon explains in his preface, these essays originated as talks given at the Yale Conferences on the Teaching of English which proceeded by putting questions to outstanding teachers of English. Seventeen teachers were questioned, eight on writing, nine on literature. A course of study could be based on and in Hart Leavitt's two chapters, "The Subject Matter of Writing" and "To Write Or Not To Write and How." See his mind-sharpening short writing exercises, p. 49-50. Note his conviction that grammatical knowledge has little to do with good writing. The student writer's oral reading of his own work helps more to reveal lumpy constructions. So does writing in scenes. Leavitt believes in the writing of short fiction as the best sharpener for student writing because in it the student can explore character, ideas, and conflict from his own life.

Henderson, Harold G. *Haiku in English*. New York: Japan Society, 1965. [ED 019 266 EDRS Price: MF-$0.25 HC-$2.45; also NCTE, Stock No. 36507 : $1.00 non-members, $0.90 members 47p.]

Read many Japanese haiku in translation is the first piece of advice to the western teacher and student writer of haiku. Blyth, Yasuda and Henderson translations are cited. Characteristics of classical haiku involve the 5-7-5 syllable count, reference to nature (not human nature), reference to a particular event (not a generalization). Classical haiku deals with NOW. The book amplifies and illustrates each point. It reminds the reader that in haiku emotion is suggested not described. Examples of American haiku are sure to be helpful to student writers who will note that the best American haiku often do not follow the 5-7-5 count, but try rather to keep the spirit of classical haiku. Henderson stresses the need for experimentation with English (American) haiku, playing with assonance, alliteration, and internal rhyme. A brief appendix guides the reader of haiku, particularly of haiku in translation.

Henry, Mabel Wright. *Creative Experiences in Oral Language*. Champaign: NCTE, 1967. [ED 018 408 EDRS Price: MF-$0.50 HC-$5.95; also NCTE, Stock No. 24609: $2.50 117p.]

Creative writing is preceded by creative experiences with oral language. While many agree that poetry is first an oral art, it is good to be reminded that all creative writing begins with listening to and participating in story telling, creative dramatics, oral interpretation and children's theater. Mrs. Wright calls attention to the findings of the NCTE Task Force on Teaching English to the Disadvantaged to show the need for "greater, more creative, more spontaneous use of oral language within the language arts programs at all levels of educatio from pre-school through adult."

Johnson, Eve Bunnell. *Magazine Fundamentals*. New York: Columbia Scholastic Press Association, 1967. [ED 020 161 EDRS Price: MF-$0.25 HC-$2.15 41p.]

The official handbook which contains the score sheets for the annual contest of the Columbia Scholastic Press Association gives specific helps in all the areas the contest measures, mostly creative writing or allied to creative writing. The booklet suggests possible subject matter and development for short story, essay, article, verse, humor. As may be expected, it includes journalistic forms of creative writing: feature stories, interviews, articles about places or topics of local and current interest. Rating sheets for literary and literary-art magazines are a skeletal course in creative writing in that they show what areas of writing competence are measured by the contest judges. The handbook is particularly helpful because of its conciseness and its possible connection with the school newspaper, annual, and/or school literary magazine.

Joy, Joan. *Nonsensical Nuances of the ABC's*. Hayward, Calif.: Alameda County School Dept., 1968. 59p.

Joan Joy takes her classes through nuances of the ABC's from "Bag Business" and "Creative Crumb Crunching" to "Z is for Zany Zoos." Although she developed these experiences with students in the early elementary grades, many of her ideas work at more advanced grade levels. The author-teacher divides each lesson into Teaching Goals, Experiences, Materials Needed, Suggested Book (or books) for Motivation and Suggested Procedure and Extended Experiences. Miss Joy's lively prose style and the illustrations and page design of Publications Supervisor John O'Lague make the book as pleasurable for the teacher as the lessons are stimulating to the students. The book concludes with a 50-title bibliography, every book supportive to the language experiences the author describes.

Keables, Harold. "Creative Writing in the Secondary School," *English Journal* 57(March 1968): 356-59. [ED 018 428 EDRS Price: MF-$0.25 HC-$0.35 5p.]

When the author wrote this article he had by his own count taught creative writing for 31 years and any teacher who has scanned the winner lists in the Scholastic Writing Contests for a few years knows the number and the quality of his successes. "All writing should be taught as a discipline," argues Keables, and shows how he teaches "levels of usage" in his creative writing classes. He also encourages students to write out of their own experience and observation. He uses models, the work of classmates, of adolescents beyond his classroom and professional models, Hemingway's "Big Two-Hearted River" for narrative prose, "The Killers" for dialogue. Keables uses Literary Cavalcade's prize winners and also Barbara Pannwit's The Art of Short Fiction, Ginn, 1964. He suggests a "class-built" anthology and thinks the school's literary magazine may well be edited by the creative writing class. His aim is to involve the student in the writing process by interpreting himself and the world about him in story, essay, and verse. The class is a workshop. The teacher is inductive, working from a student's writing to the principles of writing. Making better readers as well as better writers is Keables' aim.

Kinnick, B. Jo "Encouraging Creative Writing," *NEA Journal* 49(December 1960): 20-22.

The author gives tested ways of stimulating, evaluating, and sharing creative writing experiences. Fresh and comparatively unexplored (one wonders why) is the idea of using journals of famous American authors to trigger student writing. Cited are the journals of Hawthorne, Emerson, and Thoreau. Teachers of American Literature will find these ideas particularly useful.

_____, ed. *The School Literary Magazine*. Champaign: NCTE, 1966. [NCTE, Stock No. 31806 : $1.25 77p.]

The National Council's Committee on Literary Magazines presents the case for the literary magazine as a motivator of and a showcase for student writing. In "Why a Literary Magazine?" are brief but eloquent testimonials to the helpfulness of the literary magazine in developing student writers. Author-teachers Wallace Stegner, Paul Green, Paul Engle, Louis Simpson, and James McManaway tell what publication in school literary magazines has meant to their students and in some cases to them when they began their writing. From second grade through college, committee members from Massachusetts to California, all specialists at the level they describe, give practical helps in motivating, evaluating, and publicizing student writing. Appendices include form and digest of a national survey of the school literary magazine, criteria for evaluation of student writing, and "College Level Manuscripts," reprint of an article by L.W. Michaelson in Author & Journalist June, 1965.

Moffett, James. *A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers*. Boston: Houghton Mifflin Co., 1968. 503p.

The name Moffett is so often associated with improvisation that it comes as a surprise to many that a great part of this book is about writing, creative writing in the best sense of the word "creative." Such writing may begin by younger children dictating stories to older children. For instance fifth and sixth grade students may act as scribes for children from kindergarten and first grade. Chapter 8 is devoted to "Writing Down" or sensory recording, to letter writing using calendars as reference. (Of course pupils must have jotted down their activities on various dates for a month's time.) From "Writing Down" Moffett goes to "Writing Up" which refers to writing which starts as discussion and notes and often digests other written material: Why People Steal, How a Tadpole Grows, etc. "Sensory Writing" (Chapter 13) is especially enlightening as it gives evidence of how much rewriting and correcting a student will do on his own volition from his first "sensory writing" observations to final form. "Memory Writing" may not help the creative writing teacher to create a new Marcel Proust but it will help to tap a most productive source for creative writing. Pre-adolescent memory writing can often be shared before adult cautions suppress. "Writing Fictions" (Chapter 15) and "Poetry of Observation" (Chapter 24) are this annotator's favorites, but the book abounds in riches.

NCTE. *Language Problems for the Disadvantaged*. Report of the NCTE Task Force on Teaching English to the Disadvantaged. Champaign, 1965. [ED 036 506 EDRS Price: MF-$1.25; NCTE, Stock No. 03604: $2.95 320p.]

In Programs for Teaching English to the Disadvantaged Secondary School Student, the authors emphasize the need for experience in oral language, listening to oral reading of contemporary short stories and poems and also of classics of literature by teacher, tutor, or on tapes. Disadvantaged students need to hear among other classics the Odyssey, Aesop's Fables, The Old Testament. The most successful writing observed by the Task Force was creative writing, ballads, writing around a controlling idea previously discussed in the class, responding to paintings and pictures, daily writing of anything in a journal including "I don't feel like writing" and "Our teacher has a 'hell uv a sens of humer'," such writing to be confidential, not to be graded or read aloud or criticized.

Peterson, R. Stanley. "Once More to the Well: Another Look at Creative Writing," *English Journal* 50(December 1961): 612-19. [ED 018 422 EDRS Price: MF-$0.25 HC-$0.35 5p.]

More not less creative writing is what many students need, says Peterson. He advocates a rediscovery of the senses in response to surroundings; a deepening of concern about people: friends, teachers, parents; a peering into the mirror searching for thoughts, memories. Spinning stories, poems, essays from the stuff of experience will permit students to see the world and to interpret the world of fiction more clearly. Begin with story telling then find the form. Relate creative writing to the study of literature, poetry, short story, essay. Make creative writing an outlet and a proving ground for language study. To understand metaphor, create one; to appreciate irony, understatement, paradox, humor, read the work of professional writers, of other students. Then try writing your own, share it, read and discuss more models and try again. The article suggests specific assignments, but its real contribution is its spirited championing of a unified approach--literature, language, and creative writing.

Stegall, Carrie. *The Adventures of Brown Sugar: Adventures in Creative Writing.* Champaign: NCTE, 1967. [ED 017 499 EDRS Price: MF-$0.50; NCTE, Stock No. 49600 : $2.00 102p.]

During a 16-week period, Mrs. Stegall developed a book with her fourth grade pupils (40 of them!). Because she was interested in developing the children as well as the story, she did not allocate the writing to the few most gifted children. By her method all of the children improved their writing and with it their thinking and their appreciation of the writing of others by composing a story about the teacher's brown pekinese. Students made their way from pattern (outline) to finished book and simultaneously formulated their own writing rules which became for each "My Own English Book."

Stegner, Wallace. *Teaching The Short Story.* Davis Publications in English, No. 2, 1965. Davis, Calif.: Univ. of California Bookstore, 1965. [ED 030 633 EDRS Price: MF-$0.25; NCTE, Stock No. 38505 : $0.50 13p.]

Wallace Stegner, organizer and director of the creative writing program at Stanford, discusses the short story as a literary type. He affirms Poe's idea of the need for "singleness of effect" and describes the concentration and limitation of material necessary to achieve such unity. He goes on to discuss techniques: Formula and Device in the Plotted Story, Form in the Situation Revealed Story, Borrowed Shape of Symbol, Frame, or Myth and concludes with a bibliography which is helpfully annotated. This 13-page booklet is "good luck" for any teacher or student of creative writing.

Stratta, Leslie, ed. *Poetry. (National Association for the Teaching of English Bulletin, Volume III, Spring 1966).* Birmingham, England: NATE, 1966. [NCTE, Stock No. 22709 : $1.50 56p.]

Lend-lease may be an out-moded term, but the idea is still practical. In this bulletin, English teacher-writers talk about the teaching of poetry. Best known to many U.S. teachers will be Geoffrey Summerfield who, with Peter Searby, tells of Poetry: A Chinese Approach, a project the two did with 40 eleven-year-olds. "Topic" means "unit" to most teachers on this side of the Atlantic. John Werner's treatment of the teaching of haiku is helpful, partly because it is as succinct as the haiku. He emphasizes selectivity and balance over syllable counting.

Summerfield, Geoffrey, ed. *Creativity in English.* (The Anglo-American Seminar on the Teaching of English, Dartmouth College, 1966). Champaign: NCTE, 1966. [ED 021 831 EDRS Price: MF-$0.50; NCTE, Stock No. 01214 : $1.50 68p.]

Four papers are presented here. They are by David Holbrook, Geoffrey Summerfield and Reed Whittemore with foreword and afterword by Summerfield. Particularly engaging is Holbrook's "Creativity in the English Programme" because it helps the teacher of creative writing to articulate his "reasons" for doing so. Holbrook describes English as "literacy in its deepest and widest sense, the capacity to use words to deal with inner and outer experience." In his view, inner experience comes first. Child and adult have a need to symbolize. It is the inner life which the creative teacher attempts

to approach in metaphor. Poetry, music, painting are bridges from our subjective world to the external world. Creativity preserves identity as children instinctively know. It is the last bastion of self. Creative work, then, is no minor topic of English. It is English. Holbrook moves from the rationale for creativity to "equipment" and "practical points."

Tiedt, Sidney W., and Iris M. *Exploring Words*. San Jose, Calif.: Contemporary Press, 1963. 31p.

This little book tells how to use words to launch students into a ghost story, how to play with antonyms, add color to language, rhyme, note word families, try melodic effects with alliteration and much besides. From early grades through secondary school this handbook can nudge the teacher to nudge the student to write creatively.

West, William. *On Writing By Writers*. Boston: Ginn and Co., 1966. 237p.

Teachers who can teach creative writing by the use of models will enjoy this book. They can renew and deepen their acquaintance with Ray Bradbury, Phyllis McGinley, John Updike, John Ciardi, Paul Gallico, Kay Boyle, Robert Penn Warren, Lucien Stryk, Hayden Carruth, Stuart Chase, W. Earl Britton, and Paddy Chayefsky. Students are sure to identify with some of the authors here and "dig" their style whether or not they care to imitate it or to be motivated by it to original writing. West and the writers have chosen wisely the most teachable selections and those most illustrative of writing process, those most likely to get student writers underway. The book's well-documented glossary defines and illustrates many literary terms from alliteration to versification and under versification includes forms from ballad to triolet.

Wheatcroft, John. "Today's Poetry Is Protest," *Todays Education* 59(April 1970): 26-29.

Heartening is Wheatcroft's assertion that the new generation makes up the bulk of those for whom poetry is meaningful. A significant number of that generation, he says, have turned to poetry with something like religious fervor. Professor Wheatcroft is not talking about so-called "protest poetry" but the poetry which grows from the "new generation's aching dissatisfaction with what the world is offering and for their determined effort to create another mode of life." The author wants teachers to encourage the writing of diary-like, private "poems," the imagistic and sometimes rhythmic transactions of the inner life, as well as more rigorously prescribed exercises and some study of what can be formalized about the work of published poets.

Writing: Voice and Thought. A Reprint of College English, 30(November 1968). Champaign: NCTE, 1968. [NCTE, Stock No. 33056 : $1.00 48p.]

As their publication in a college journal would indicate, these essays focus on the teaching of writing at the college level, but "A Method for Teaching Writing" by Peter Elbow, and "Discovery Through Questioning" by Richard L. Larson and both Taylor Stoehy essays, "Tone and Voice" and particularly "Details and Generalization," can be of considerable help to the teacher of writing in the secondary school as well as the college. For the delight of all teachers of writing, we recommend Robert Russell's "The Question of Composition--A Record of a Struggle."

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BASIC ANNOTATED BIBLIOGRAPHY ON PUBLIC SPEAKING AND ORAL INTERPRETATION*

Prepared for NCTE/ERIC

By

Thomas O. Sloan
University of Illinois, Urbana

June 1970

Selection of material was based primarily on the needs and interests of the secondary and junior-college teacher of the arts of communication. The compiler did not consider these teachers as belonging to specialized areas, such as English, speech, literature, or composition. Rather he tried to find important materials widely used within the professional fields of public speaking and oral interpretation that might have direct bearing on basic problems in teaching verbal communication.

BOOKS:

Bacon, Wallace A., and Robert S. Breen. *Literature as Experience*. New York: McGraw-Hill, 1959.

Emphasizing the similarities between the experience of reading literature and the experience of living, the authors argue in part that we "interpret" literature in the way that we "interpret" experience.

Beloof, Robert. *The Performing Voice in Literature*. Boston: Little, Brown, 1966.

Beloof views oral interpretation primarily as a critical aid in discovering or exploring literary qualities. His first chapter offers one of the best modern justifications for studying literature through oral performance.

Black, Edwin. *Rhetorical Criticism*. New York: Macmillan, 1965.

Black's critique of neo-Aristotelian rhetorical criticism is the basis upon which he constructs a new and challenging approach, one that views rhetorical events not in terms of categories but in terms of continua and not in terms of discrete genres but in terms of differing degrees of qualities.

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Bryant, Donald C., and Karl R. Wallace. *Fundamentals of Public Speaking.* Third Edition. New York: Appleton-Century-Crofts, 1960.

This book not only discusses the process of public speaking but also presents the rationale of that process and of the speech act itself. It leans heavily on the classical, particularly the Aristotelian, traditions.

Brandt, William J. *The Rhetoric of Argument.* Indianapolis: Bobbs-Merrill, 1970.

One of the major contributions which this book makes to the study of non-fictional prose is its fresh approach to and re-interpretation of the classical figures of rhetoric.

Campbell, Paul N. *Oral Interpretation.* New York: Macmillan, 1966.

This textbook, designed for the beginning college course in oral interpretation, sets forth its principles in such a clear manner that its material should be useful to the high school student.

Clark, Donald Lemen. *Rhetoric in Greco-Roman Education.* New York: Columbia University Press, 1957.

This book is not merely a history of classical education. It is also an attempt to learn lessons from the experience of the ancients in teaching rhetoric. These lessons should be of benefit to any teacher of communication on the elementary, secondary, or college level.

Geiger, Don. *The Sound, Sense, and Performance of Literature.* Glenview, Ill.: Scott, Foresman, 1963.

Discussions and arguments in this book provide the most succinct statements not only of the changes which have occurred in the field of oral interpretation in the last twenty years but also of the modern fusion of the art with the principles and practices of literary criticism.

Maclay, Joanna Hawkins. *Readers Theatre: Toward a Grammar of Practice.* New York: Random House, 1970.

By drawing upon theatrical practice, aesthetics, and literary criticism, this book describes some of the performance possibilities for staging literature so that its effects may be communicated to an audience.

Mattingly, Alethea Smith, and Wilma H. Grimes. *Interpretation: Writer, Reader, Audience.* Second Edition. Belmont, Calif.: Wadsworth Publishing, 1970.

For the teacher or student who prefers to think of oral interpretation as a performing art with its own aesthetic principles and rationale, this book describes that art in clear and persuasive terms and in a way that keeps "the literary object" at the center of concern.

McCroskey, James C. *An Introduction to Rhetorical Communication: The Theory and Practice of Public Speaking*. Englewood Cliffs: Prentice-Hall, 1968.

"My purpose in writing this book," states the author, "is to integrate classical rhetoric and some of the 'new' empirically-based communication theories into one coherent body of theory on rhetorical communication." The resultant theory is largely Aristotelian and primarily applicable to traditional public speaking situations.

Rein, Irving J. *The Relevant Rhetoric*. New York: The Free Press, 1969.

Modelled after the beginning course in public speaking at Harvard, this textbook makes the analysis of specific speeches the basis for generating principles of rhetoric. Rein insists that the speech event involves a "transaction" between the speaker and his audience. The approach is for the most part non-traditional.

Scheidel, Thomas M. *Persuasive Speaking*. Glenview, Ill.: Scott, Foresman, 1967.

This is a book about the process of persuasion--not simply about the causes, effects, or products of persuasion--and how that process may be analyzed. Obviously, the persuasion involved is that which is peculiar to public speaking.

Sloan, Thomas O., Ed. *The Oral Study of Literature*. New York: Random House, 1966.

Each using a different critical method, five teachers of interpretation examine five different literary selections. The basic framework within which the examinations are conducted is the modern "dramatic" view of literary meaning.

Walter, Otis M., and Robert L. Scott. *Thinking and Speaking: A Guide to Intelligent Oral Communication*. Second Edition. New York: Macmillan, 1968.

The first half of this book presents a framework for the conceptualization and delivery of speeches, within "our rhetorical world." The second half takes a novel approach to the matter of speech types; rather than using traditional genres, the authors divide their discussions into thinking and speaking about "problems," "causes," "solutions," "meanings," and "values."

Wilson, John F., and Carroll C. Arnold. *Public Speaking as a Liberal Art*. Second Edition. Boston: Allyn and Bacon, 1968.

This book examines the art of public speaking in terms of its ancient rhetorical traditions, but it bases many of its principles on modern empirical research. Its discussion of public speaking as a "hybrid art" and a "social art," one that serves as "a crossroads of the arts and sciences," is particularly illuminating for the college or junior college teacher.

PERIODICAL ARTICLES:

Bitzer, Lloyd F. "The Rhetorical Situation," *Philosophy and Rhetoric* 1(Jan 1968): 1-14.

Bitzer defines rhetorical discourse as that which is called into existence by a rhetorical situation, which itself has three constituents: exigence, audience, and constraints. In each case, the three are marked by their temporality.

Brockriede, Wayne E. "Dimensions of the Concept of Rhetoric," *Quarterly Journal of Speech* 54(Feb 1968): 1-12. [ED 024 668: EDRS Price: MF-$0.25 HC-$0.75 13p.]

This article is a review of current thinking on modern speech-making. It should be useful to the college teacher beginning his career in research.

Brooks, Robert D., and Thomas M. Scheidel. "Speech as Process: A Case Study," *Speech Monographs* 35(Mar 1968): 1-7.

Although most theoretical writings on speech communication have emphasized its dynamic nature, this article is one of the first attempts to make a "quantitative" study of that nature, through analysis of changes in an audience's responses to a speaker during his speech.

Sloan, Thomas O. "Restoration of Rhetoric to Literary Study," *Speech Teacher* 16(Mar 1967): 91-97.

The oral interpreter, this article argues, is in a very practical sense a rhetorical critic of literature.

Wallace, Karl R., et al. "The Field of Speech: Its Purposes and Scope in Education," *Speech Teacher* 12(Nov 1963): 331-35. [ED 020 927: EDRS Price: MF-$0.25 HC-$0.40 6p.]

This article reviews the relationships of the various areas and disciplines encompassed by the modern field of speech and discusses the educational significance of those relationships.

_____. "Goals, Concepts, and the Teacher of Speech," *Speech Teacher* 17(Mar 1968): 91-100. [ED 020 925: EDRS Price: MF-$0.25 HC-$0.65 11p.]

Arguing that teachers of speech must engage immediately in an appraisal not of their methods but of their goals, this article is aimed at all teachers of speech on all levels.

_____. "Towards a Rationale for Teachers of Writing and Speaking," *English Journal* 50(Sept 1961): 384-91. [ED 021 841: EDRS Price: MF-$0.25 HC-$0.55 9p.]

This article is directed primarily at high school teachers of English. It argues that a study of the "encoding" process of communication provides both a basis for the understanding of what literacy really is and a rationale for joining instruction in writing and speaking.

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BASIC BIBLIOGRAPHY ON DRAMATIC ARTS: PLAYWRITING, ACTING, STAGING*

Prepared for NCTE/ERIC
By
Genevieve Richardson
University of Illinois

May 1970

ACTING

Blunt, Jerry. *The Composite Art of Acting.* New York: Macmillan, 1966.

Kahan, Stanley. *Introduction to Acting.* New York: Harcourt, Brace, and World, 1962.

McCaw, Charles J. *Acting Is Believing, A Basic Method for Beginners.* New York: Rinehart, 1955.

These books discuss the theories and techniques of acting, and show the student how to develop a character and how to put that character into a scene. Cuttings from plays included.

Ward, Winifred. *Playmaking with Children from Kindergarten through Junior High School.* 2nd Ed. New York: Appleton-Century-Crofts, 1957.

Procedures for leading young people in creative dramatics. Annotated bibliography, suggested materials, and a list of records. Illustrated.

DIRECTING

Sievers, W. David. *Directing for the Theatre.* 2nd Ed. Dubuque, Iowa: William C. Brown, 1965.

All aspects of directing are discussed.

PLAY PRODUCTION

Heffner, Hubert, Samuel Seldon, and Hunton D. Sellman. *Modern Theatre Practice.* 4th Ed. New York: Appleton-Century-Crofts, 1959.

Play selection, designing, scenery, and lighting. An appendix on costume and makeup by Fairfax Proudfit Walkup. Glossary. Selected bibliography. Drawings and photographs.

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Kernodle, George R. *Invitation to the Theatre.* New York: Harcourt, Brace, and World, 1967.

Part I introduces the reader to the different kinds of plays (realism, romance, the classics, farce, high comedy, and disruption). Part II discusses producing plays.

Smith, Milton M. *Play Production.* Revised Ed. New York: Appleton-Century-Crofts, 1948.

This is one of the best production books for the beginner. It deals simply with the problems of play selection, casting, rehearsing, scenery, costumes, properties, lights, advertising, tickets, etc.

Young, John Wray. *How to Produce the Play: The Complete Production Handbook.* Chicago: Dramatic Publishing, 1960.

SCENERY

Burris-Meyer, Harold, and Edward C. Cole. *Scenery for the Theatre.* Boston: Little, Brown, 1951.

Design, construction, maintenance, and use of scenery. Some discussion of light, sound, and costume. Line drawings and photographs.

Gillette, Arnold S. *Stage Scenery, Its Construction and Rigging.* New York: Harper and Brothers, 1959.

Producing, installing, and handling scenery. How to organize backstage crews. Glossary of terms and drawings.

_____. *An Introduction to Scenic Design.* New York: Harper and Row, 1957.

Hake, Herbert B. *Here's How--A Guide to Economy in Stagecraft.* Boston: Walter H. Baker, 1951.

A handbook with simple clear drawing showing how to build and paint scenery.

Parker, W. Oren, and Harvey K. Smith. *Scene Design and Stage Lighting.* New York: Holt, Rinehart and Winston, 1968.

Design concept, executing the design, designing the lighting, and lighting instruments.

Welker, David. *Theatrical Set Design, the Basic Techniques.* Boston: Allyn and Bacon, 1969.

Deals with the role of the designer, designing scenery, function of scenery, making scenery, lighting, and shifting.

LIGHTING

Bellman, Willard F. *Lighting the Stage: Art and Practice.* San Francisco: Chandler Publishing, 1967.

Deals with the nature of light, controlling light, colored light, electricity in the theatre, designing the lighting, and projected scenery. Color plates and photographs.

See also Parker, W. Oren, above.

COSTUMING

Barton, Lucy. *Historic Costumes for the Stage.* Revised Ed. Boston: Walter H. Baker, 1961.

Written by a veteran university theatre costumer, this history traces costumes from the Egyptians to the 1960's. Of practical use are the suggestions for equipment needs, patterns, materials, dyeing, color, and construction of costumes and accessories. Bibliography. Line illustrations.

Hansen, Henny Harald. *Costumes and Styles, the Evolution of Fashion from Early Egypt to the Present.* New York: E. P. Dutton, 1956.

700 individual figures in full color, drawn from contemporary designs and works of art.

MAKEUP

Corson, Richard. *Stage Makeup.* 4th Ed. New York: Appleton-Century-Crofts, 1960.

The art of makeup and how to apply it. Hair arrangement and wigs as a necessary part of makeup. Illustrated with 200 drawings and photographs and a new color chart.

HISTORY

Brockett, Oscar G. *History of the Theatre*. Boston: Allyn and Bacon, 1968.

Traces the development of the theatre from primitive times to 1967. Includes American theatre but deals primarily with the European theatre.

_____. *The Theatre, An Introduction*. New York: Holt, Rinehart, and Winston, 1964.

Theatre history from ancient Greece to the present. Good bibliography. Photographs.

Hewitt, Barnard. *Theatre U.S.A. 1668 to 1957*. New York: McGraw-Hill, 1959.

American theatre history told through contemporary accounts. Annotated bibliography. 87 illustrations.

PLAYWRITING

Lawson, John Howard. *Theory and Technique of Playwriting*. New York: Hill and Wang, 1960.

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BASIC BIBLIOGRAPHY ON TEACHING COMPOSITION IN THE ELEMENTARY SCHOOL

Prepared for NCTE/ERIC

By

Alvina Treut Burrows
New York University

April 1970

BOOKS:

Anderson, Paul S. *Language Skills in Elementary Education.* New York: Macmillan, 1964.

Comprehensive coverage of language arts instruction embracing children's oral and written expression as well as skills relating to communication. Presents traditional concepts and values of language teaching and shows how to achieve them through class organization, appropriate procedures, evaluation. Examples of children's work: detailed lessons.

Applegate, Mauree. *Helping Children Write.* New York: Harper and Row, 1961.

Includes children's writing of many kinds and qualities with many examples of verse, imaginative stories, accounts of real experiences, newspaper reporting, and letters. Classroom techniques, both general and specific, give an abundance of direction to teachers for stimulating children's written productivity.

Arnstein, Flora J. *Poetry in the Elementary Classroom.* New York: Appleton-Century-Crofts, 1962. [Publisher: $2.95]

Detailed teaching procedures successfully employed with six-year olds through twelves and their results in a variety of poetic writings; emphasis upon warm classroom climate; respect for individual and his product; exposure to stimulus of carefully chosen adult poetry (little use of rhymed verse); shows voluntary revisions by older children.

Burrows, Alvina Treut, et al. *They All Want to Write.* New York: Holt, Rinehart, and Winston, 1964.

Differentiates practical writing (factual utilitarian composition based on objective sources) from personal writing (imaginative, subjective sources). Classroom procedures emphasize release and freedom in personal writing (rarely corrected and then only for public display) as balance for building reasonable control over and pride in correct form in practical writing. Case studies for two to six years of growth in writing. Emphasis on composing for live audience of peers in oral-social setting.

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Clegg, A.B. ed. *The Excitement of Writing.* London: Chatto & Windus, 1965. [NCTE Stock No. 22406: $2.25]

Examples of children's writing drawn from sixteen communities, some severely depressed economically. Prose and verse with detailed procedures as well as philosophical base from which writing developed. Shows need for audience for writing as great as for talking. Distinguishes between personal writing and recording writing. Minimizes role of correction and practice exercises.

NCTE Commission on the English Curriculum. *Language Arts for Today's Children.* (Volume 2 of the NCTE Curriculum Series). New York: Appleton-Century-Crofts, 1954. [NCTE Stock No. 03506: $6.00 nonmembers, $5.25 members]

Shows need for integration of and continuity in language arts learning and teaching; gives examples of children's activities embracing broad range of language activity of which writing is necessary component. Examples of children's writing and situations that helped to produce them; teaching aids cited and described.

Dixon, John. *Growth Through English: Guidelines for the Teaching of English from the Anglo-American Conference at Dartmouth College.* Reading, England: National Association for the Teaching of English, 1967. [NCTE Stock No. 02407: $1.50 paperbound].

Recounts major problems formulated by Dartmouth Conference and indicates differing emphases in British and American schools. Presents examples of dramatization and class talk intensifying meanings and vividness in writing. Shows emphasis on personal development (found in relatively small number of schools) in its historical perspective following emphasis on skills and cultural heritage. States problems of developing continuity in curriculum. Clarifies dangers of term creative and values of term imaginative.

Kohl, Herbert. *36 Children.* New York: Alfred J. Knopf, 1967.

Biographical account of teacher's work with children in Harlem; changes brought about by valuing children, relating personally to them, welcoming their personal writing. Examples of children's composition reveal problems, insights, writing power.

Petty, Walter T., and M.E. Bower. *Slithery Snakes and Other Aids to Children's Writing.* New York: Appleton-Century-Crofts, 1967. [Publisher: $1.75 paperbound].

Examples of a wide variety of children's writing with examples of procedures leading to such expression. Ideas old and new conveniently arranged for teachers' use.

Smith, James A. *Creative Teaching of the Language Arts in the Elementary School.* Boston: Allyn and Bacon, 1967.

Ideas on comprehensive language arts program applied specifically in chapter on writing. Many structured plans and resultant patterned and somewhat imitative writings by children along with freer and less restricted expression by children.

Strickland, Ruth G. *The Language Arts in the Elementary School.* Boston: D.C. Heath, 1969.

Presents basic understandings from linguistic studies to which Strickland contributed pioneer findings on c ildren's oral language. Relates knowledge about language to appropriate roles in total language arts curriculum. Shows developmental needs of children and specific problems of population minorities, describes classroom activities and children's language behavior; chapters on writing illustrate range and individuality.

MONOGRAPHS, BULLETINS, RESEARCH REPORTS:

Burrows, Alvina Treut, ed. *Children's Writing: Research in Composition and Related Skills.* Champaign, Ill.: National Conference on Research in English, 1960. [NCTE, Stock No. 13700, $1.25]

Six authors summarize and apply research related to composing in primary and intermediate grades; research on skills of handwriting and spelling and on grammar described and interpreted.

_____. *Teaching Composition;* What Research Says to the Teacher, Number 18. Washington, D.C.: Dept. of Classroom Teachers, NEA, 1966. [ED 017 482 EDRS Price: MF-$0.25 HC-NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036: $0.25].

Applies research to classroom teaching; begins with children's dictation in primary grades and traces transitions to semi-independent and then independent writing; relates early drawings to growing use of symbols. Differentiates between factual, expository writing and fanciful, imaginative writing. Illustrates developmental nature of motivation for writing from extending power, to self-realization, to later study of discipline and art. Evaluation of programs and individual writing explored; need for research on evaluation of writing of beginners other than syntax and mechanics.

Nebraska Curriculum Development Center. *A Curriculum for English: Grades 1-6.* Lincoln, Neb.: Univ. of Nebraska, 1966.

Literature as base of entire language arts curriculum; books and stories for each grade with related activities in oral language, reading, and writing, 70 units for six grades; classification of literature presented in 9 "pseudo-genres." Aids for teachers in literature, language studies, lists of related materials, others.

Grade 1, Units 1-12 [ED 013 806 EDRS Price: MF-$0.75
HC-NCTE, Stock No. 06102 $1.25]
Grade 2, Units 13-22 [ED 013 807 EDRS Price: MF-$0.50
HC-NCTE, Stock No. 06111 $1.25]
Grade 3, Units 23-33 [ED 013 808 EDRS Price: MF-$0.75
HC-NCTE, Stock No. 06120 $1.25]
Grade 4, Units 34-44 [ED 013 809 EDRS Price: MF-$0.75
HC-NCTE, Stock No. 06139 $1.25]
Grade 5, Units 45-57 [ED 013 810 EDRS Price: MF-$0.75
HC-NCTE, Stock No. 06148 $1.25]
Grade 6, Units 58-70 [ED 013 811 EDRS Price: MF-$1.00
HC-NCTE, Stock No. 06157 $1.25]

Smith, Ethel E. *Procedures for Encouraging Creative Writing in the Elementary School.* Unpublished Ph.D. thesis, Northwestern School of Education, 1943.

Findings from many classrooms showed correlation between child productivity and teacher personality, especially faith in potential creativity of each child, sense of humor, enthusiasm for child expression. Shows writing as only one of many creative experiences in entire curriculum. Contributions of literature and free experiences with books and words necessary ingredient.

MAGAZINE ARTICLES:

Bacher, June. "Needed for Language Growth: A Nourishing Diet of Experiences," *Elementary English,* 42(February 1965): 185-88.

Narrates steps in leading fourth grade class of 43 pupils to express poetic insights and reactions after many experiences in observing, word searching, talking. Stresses need for satisfaction of underlying growth needs and freedom to write naturally.

Carlson, Ruth Kearney. "Sparkling and Spinning Words," *Elementary English* 41(January 1964): 15-21, 55.

Many varied examples of children's writing as a response to broad program in children's literature; books used and detailed account of teaching procedures.

Evertts, Eldonna L. "Dinosaurs, Witches, and Anti-Aircraft: Primary Composition," *Elementary English* 43(February 1966): 109-14. [ED 022 779 EDRS Price: MF-$0.25 HC-$0.40 6p.]

Narrates a number of teacher's ways of developing composition from central core of literature; suggests attendant problems of making "good" copy and of grading and evaluation.

Herman, Wayne L. "Is the Display of Creative Writing Wrong?" *Elementary English* 47(January 1970): 35-38.

Defends display of creative writing in child's "incorrect" draft; illustrates power of visual form including errors, with examples from Kohl's *Teaching the Unteachables,* New York Review, 1967. Denies need to protect children from adult criticism of writing more than from criticism of other art products; advocates explanation of school's point of view to school patrons.

Nelson, Dorothy H. "The Booklet--Icing for the Cake," *Elementary English* 46(October 1969): 765-68.

Describes eighth-grade production of many books and the values learned therefrom, particularly enthusiasm for writing lasting through several subsequent grades along with improved writing power.

Tingle, Mary J. "Teaching Composition in the Elementary School," *Elementary English* 47(January 1970): 70-73.

Presents developmental nature of sequence in children's composing from primary through upper grades; cites need for oral experience before maturity for writing is attained and for its continuance as matrix for growth in written composing; relates composing orally and in written form to general trends in child growth.

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A BASIC BIBLIOGRAPHY ON THE HUMANITIES

Prepared for NCTE/ERIC
By

Sheila Schwartz
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New Palatz, New York

February 1970

BOOKS AND COLLECTIONS:

Alovis, Henriette N. "A Humanities Course in the High School," in *Classroom Practices in Teaching English: A Fifth Report of the NCTE Committee on Promising Practices*, A.J. Beeler and Donald W. Emery, eds. (Champaign: NCTE, 1967), p. 35-38. [*Classroom Practices . . .* ED 018 437 EDRS Price: MF-$0.50 HC-NCTE, Stock No. 00821, $1.25]

Berman, Louise M., ed. *The Humanities and the Curriculum.* Papers from a conference sponsored by the ASCD Commission on Current Curriculum Developments, Chicago, Ill., Dec. 1965. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1967. [ED 015 192 NCTE, Stock No. 36614: $2.00]

Among those included are: Earl S. Johnson, "Some Thoughts on the Relations Between the Humanities and the Social Studies"; James R. Squire, "The Contributions of Language and Literature to Programs in the Humanities"; and Philip Lewis, "Humanities Through the Use of Media."

Dudley, Louise, and Austin Faricy. *The Humanities: Applied Aesthetics.* New York: McGraw Hill, 1967.

Concerned with appreciation of the humanities, this book attempts to show some of the bases of appreciation, some of the qualities that others have enjoyed, and some of the basic principles that underlie all arts. Excellent illustrations.

Goldberg, Maxwell H., ed. *Needles, Burrs, and Bibliographies; Study Resources: Technological Change, Human Values, and the Humanities.* University Park, Pa.: Pennsylvania State Univ., 1969. [Center for Continuing Liberal Education, 100 Sparks Bldg., University Park, Pa. 16802 ($2.50). Make checks payable to Pennsylvania State Univ. 200p.]

Developed largely from the CCLE-IBM Humanities Project on Technological Change.

Marckwardt, Albert H., ed. *Literature in Humanities Programs.* Papers delivered at the NCTE Humanities Conference, Fall, 1966. Champaign: NCTE, 1967. [ED 015 193 NCTE, Stock No. 37105, $1.50]

Representative papers are: Howard Lee Nostrand, "Literature in the Humanities: Problems and Possibilities"; William A. Jenkins, "The Humanities and Humanistic Education in the Elementary Grades"; and Allan Glatthorn, "The Humanities in the High School."

New York State Education Department, Division of the Humanities and the Arts. *Forum on the Humanities.* Albany, 1969.

Presents various points of view on the humanities in the secondary school. Among articles included are: Thomas F. Green, "The Unity of the Humanities"; Owen E. Pittinger, "The Humanities as an Integrative Experience"; Charles R. Keller "An Education for All Seasons"; and Sheila Schwartz, "The Humanities for All Students."

_____. *Humanities Is . . . .* Albany, 1969.

Describes model humanities programs in 17 school districts of the state. These reports, prepared by the schools, are intended to provide other schools with stimulating ideas for adaptation.

"Relevance in the Humanities," *The Record* (Teacher College, Columbia, Univ.) 71(Sept. 1969): entire issue.

Contains the following excellent humanities articles most of which are not available elsewhere: Peter F. Neumeyer, "What is Relevant Literature?"; Elizabeth Simpson, "The Humanities and the Arts"; and Sheila Schwartz, "The Humanities and the Disadvantaged."

Schwartz, Sheila. *Teaching the Humanities: Selected Readings.* New York: Macmillan, 1970.

Contains 58 articles (divided into six categories and three appendices. The categories and representative articles follow:

Definition of the Humanities: Harold Taylor, "The Spirit of Humanism," and Charles R. Keller, "Humanities in the High School: The Wave of the Present";

The Humanities and the Contemporary Scene: George T. Prigmore, "Philosophy and Content in a Comprehensive Humanities Program," and Maxine Greene, "The Humanities and the Public School: 'You Must Change Your Life' ";

Humanities in the Secondary School: Robert Kirk, "English and the Arts," and Harry S. Broudy, "The Role of the Humanities in the Curriculum";

Humanities in the Elementary School: G.E. Beckett, "The Chum Program for the Elementary School";

Teacher Education and the Humanities: Sheila Schwartz, "Teacher Training for the Humanities" and Eldridge Cleaver, "The Guru of San Quentin: 'The Christ' and His Teachings"; and Elaine C. Block and Janet Lieberman, "An NDEA Humanities Institute: Developing Arts Core Curricula in the Elementary School";

Humanities and the Disadvantaged: Lawrence C. Howard, "Teach Them the Arts of Freedom," and Sheila Schwartz, "Humanities for All Students."

Appendixes: American Council of Learned Societies, "Statement and Recommendation"; Barnaby C. Keeney, "The National Endowment for the Classroom"; and Robert V. Denby, "An NCTE/ERIC Report on Humanities Instruction in Secondary Schools."

Starkey, Richard E., ed. *The Humanities: The Other Side of the River.* Proceedings of the 1967 Cranbrook Curriculum Conference on the Humanities. Bloomfield Hills, Mich.: Cranbrook Press, 1968. [ED 034 759 Central Library, 380 Lone Pine Rd., Bloomfield Hills, Mich. 48103: $2.25 192p.]

Contains the following excellent articles about the humanities unavailable elsewhere: Harold Taylor, "The Humanities and the Schools"; George Matthews, "The Domains of Knowledge"; Frederick L. Rath, Jr., "The Museum in the Humanities"; Benjamin De Mott, "English and the Humanities"; Harold Haydon, "The Arts and the Humanities: An Expanding Universe"; and Katherine Bowers, "Planning the Humanities Survey Course."

Taylor, Harold, ed. *The Humanities in the Schools: A Contemporary Symposium.* New York: Citation Press, 1968. [ED 026 395 Publisher: Stock No. TX 1318: $2.65(paperbound) $4.25 (hardbound).]

Contains papers presented in a symposium on the arts and humanities held in December 1965 at the University of Kentucky. It includes, among others: Harold Taylor, "The Arts and the Humanities"; Harold Rosenberg, "Where to Begin"; Stephen Spender, "Language as Communication"; and Stanley Kaufman, "Films and the Future."

JOURNAL ARTICLES:

Anderson, Vivienne. "A New Division . . . Humanities and the Arts," *Impact* 3(Spring 1968): 5-7.

Copeland, Evelyn M. "There Was a Child Went Forth," *English Journal* 54(March 1965): 182-84.

Goldberg, Maxwell H. "The Impact of Technological Change on the Humanities," *Educational Record* 46(Fall 1965): 388-99.

Hauser, Rick. "The ITV Humanities Project," *Audiovisual Instruction* 13(Jan. 1968): 31-34.

Keller, Charles R. "An Age of the Humanities Too?" *English Leaflet* 63(Fall 1964): 3-8.

McEvers, Jean H. "The Place of the Humanities Program in the High School Curriculum," *English Journal* 57(Jan. 1968): 865-68.

Schroeder, Fred E.H. "Where Angels Fear to Tread: Humanities Programs in the Secondary Schools," *Minnesota English Journal* 4(April 1968): 24-28.

Seaborg, Glenn T. "Science and the Humanities: A New Level of Symbiosis," *Science* 144(June 5, 1964): 1199-1203.

Searles, John R. "Are Humanities Programs the Answer?" *English Journal* 54(March 1965): 175-81.

Shehan, Lawrence P. "Senior Humanities at Hanford High School," *English Journal* 54(Dec. 1965): 836-48.

Stocking, Fred H. "High School Humanities Courses: Some Reservations and Warnings," *English Leaflet* 63(Fall 1965): 37-38.

Wise, K. Kelly. "The Senior Seminar at Mount Hermon," *English Journal* 54(Dec. 1965): 830-35.

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NCTE/ERIC: CLEARINGHOUSE ON THE TEACHING OF ENGLISH
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BASIC BIBLIOGRAPHY ON DISCUSSION AND INFORMAL TALK
(Elementary School)

Prepared for NCTE/ERIC
By

Howard E. Blake
and
Marciene S. Mattleman
Temple University

February 1970

BOOKS:

Bellack, Arno A., ed. *Theory and Research in Teaching.* New York: Teachers College, Columbia Univ., 1963.

This book presents many stimulating ideas to promote pupil achievement in contemporary classrooms. One of these innovations is the classroom meeting in which a teacher leads his class in a nonjudgmental discussion about topics relevant to the students. Although chapters ten, eleven and twelve are specifically dedicated to the topic of classroom meetings, the entire book is highly relevant.

Glaus, Marlene. *From Thoughts to Words.* Champaign: NCTE, 1965. [ED 030 666: EDRS Price: MF-$0.75 HC-NCTE, Stock No. 30406: $2.95 142p.]

Children are encouraged to interpret their thoughts and translate them into words through a close examination of the sounds and sights of the world they inhabit. All activities relate to the common interests of childhood.

Hayakawa, S.I. *Language in Thought and Action.* New York: Harcourt, Brace and World, 1964. [ED 019 282: Publisher: $5.50 (hardbound), $3.95 (paperbound)]

The second edition of a classic that deals with the function of language-inferences, connotations, applications, persuasives, abstractions, and values among other topics essential to the understanding of communication.

Henry, Mabel W., ed. *Creative Experiences in Oral Language.* Champaign: NCTE, 1967. [ED 018 408: EDRS Price: MF-$0.50 HC-$5.95; also NCTE, Stock No. 24609: $2.50 117p.]

A symposium dealing with interpretive uses of oral language mostly through dramatic activities.

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Mackintosh, Helen K., ed. *Children and Oral Language.* Champaign: NCTE, 1964.

A joint statement by NCTE, ASCD, ACEI, and IRA expressing a common concern for improving oral communication. The focus of the booklet is to highlight the importance of listening and speaking and to offer practices for enriching and evaluating language growth.

Malmstrom, Jean, and Annabel Ashley. *Dialects U.S.A.* Champaign: NCTE, 1963.

A discussion of dialects and the ways that they are indicated. Examples are given of the different ways Americans speak and the reasons for difference.

May, Frank B. *Teaching Language as Communication to Children.* Columbus, Ohio: Charles E. Merrill Books, 1967. [ED 023 665: Publisher: $2.95]

Language is discussed as a constellation of skills that need to be learned for effective communication.

Moffett, James. *A Student Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers.* Boston: Houghton Mifflin, 1968. [ED 030 665: Publisher: $7.25]

While this is actually a language arts methods textbook, it is packed full of suggestions that furnish open-education experiences for children similar to those observed in the British educational system. Particularly, the book furnishes stimulating ideas for creative dramatics, oral language, and written composition.

Petty, Walter T., ed. *Research in Oral Language.* Champaign: NCTE, 1967. [ED 026 370: NCTE, Stock No. 14004: $1.50]

A joint publication of NCTE, NCRE, ASCD, ACEI, and IRA, its purpose is to help teachers more clearly see the importance of oral language, become better informed about existing research evidence about it, and to suggest programs and teaching practices for all levels based on this knowledge.

Smith, James. *Creative Teaching of the Language Arts in the Elementary School.* Boston: Allyn and Bacon, 1967.

Creativity is emphasized as the key to effective communication. Numerous discussion activities are suggested for the classroom. Contains excellent bibliography.

Taba, Hilda. *Teachers' Handbook for Elementary Social Studies.* Palo Alto, California: Addison-Wesley Publishing, 1967.

A manual that develops work on strategies for dealing with concept formation, inference, comparison, generalization, etc., in relation to specific cognitive tasks.

PERIODICAL ARTICLES:

Beekman, Jan. "Stimulating Speech Competency: Report From a Project Discovery School," *Instructor* 77(Feb. 1968): 142-43.

Using three classroom discussion sessions, this article underscores the value of films, filmstrips, records, tapes and of audio-visual material to motivate oral expression in the classroom.

Blake, Howard E., and Gabriel Cohen. "Innovations in Oral Language," *The Reading Teacher* 21(April 1968): 647-53.

A description of the cooperative efforts of an entire faculty to create a continuous language development program. Practical examples at the K-6 levels exemplify how teachers can capitalize on the unique language experiences of each student.

Bromwick, Rose M. "Developing the Language of Young Disadvantaged Children; Three Approaches Discussed," *Educational Digest* 34(Sept. 1968): 19-22.

The effects of three pedagogic approaches (Prescriptive-Instructional Approach, Developmental Approach, Adaptation of the Developmental Approach) are described. Although particularly valuable to teachers of the low income families, teachers of all groups will find this discussion valuable.

Carlson, Thelma. "The Sharing Period in First Grade," *Elementary English* 43 (Oct. 1966): 612-14, 618 [ED 025 501: EDRS Price: MF-$0.25 HC-$0.35 5p.]

Constructive ideas are presented for sharing periods (Show and Tell, Current Events, Etc.) that are thought provoking as well as enjoyable. Recommended especially for primary level teachers (K-3).

Delawter, Jayne A., and Maurice J. Eash. "Focus on Oral Communication," *Elementary English* 43(Dec. 1966): 880-82, 891, 901 [ED 022 769: EDRS Price: MF-$0.25 HC-$0.40 6p.]

Prevalent errors in children's language are enumerated. After an analysis of these errors, an instructional program sensitizing the children to the problems and providing them with opportunities to master better expression, is described.

Doak, E. Dale. "Toward A Strategy for Classroom Discussion," *Journal of Secondary Education* 44(Feb. 1969): 62-64.

Discussion techniques using higher levels of thinking (Citing Bloom's Taxonomy of Educational Objectives) and teacher strategies are set forth as means to elliciting verbal responses from children.

Furst, Norma, and Marciene S. Mattleman. "Classroom Climate," *NEA Journal* (Apr. 1968).

Research evidence is cited that shows that a teacher's behavior is related to pupil growth. Strategies for increasing student response are presented.

Hobson, Arline. "Systematic Language Modeling," *Contemporary Education* 40(Feb. 1969): 225-27.

Marie Hughes' Early Childhood Education Model, which utilizes teacher verbal responses as an illustrative model, is practically set forth through example and discussion. Adoption of selected ideas is possible without acceptance of total program.

Litsey, David M. "Small-Group Training and the English Classroom," *English Journal* 58(Sept. 1969): 920-27.

Enumerates the basic behavioral roles available to group members during discussions. Task-oriented situations exemplify how these roles will either aid or deter the group's interaction. More appropriate for teachers of intermediate level children (4-6).

Meal, D.J., and S.I. Jacobson. "Fishbowl: Design for Discussion," *Today's Education* 57(Sept. 1968): 28-29.

This article presents definitive guidelines for the fishbowl technique (i.e., utilizing pupil observers to analyze the roles of discussion participants). Suitable for grades 3-12.

Olsen, James. "When Children Are Silent," *Elementary English* 43(Dec. 1966): 877-79.

Presents a rationale that suggests that children do not participate verbally in classroom discussion because they lack understanding of concepts. Ideas are listed for prodding a reticent group into verbal communication.

Rich, Dorothy, "Spurring Language Creativity in Young Children," *Young Children* 23(Jan. 1968): 175-77.

With emphasis on the preschool through primary grades, plans are offered for stimulating oral language.

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BASIC ANNOTATED BIBLIOGRAPHY ON CENSORSHIP

Prepared for NCTE/ERIC
By
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January 1970

The literature concerning censorship is very extensive. The items listed beneath are representative of the various aspects of this subject--historical, philosophical, sociological, literary and legal. The items apply to schools and libraries, and provide reports of cases. Many of the items contain extensive bibliographies for further reading.

BOOKS:

American Assn. of School Librarians. *Standards for School Library Programs.* Chicago: American Library Assn., 1960.

A full set of professional standards for the school library, with the school library bill of rights, and a presentation of desirable policies and procedures for selection of school library materials. Useful for both professional persons and others interested in good school library programs.

Ahrens, Nyla J. H. *Censorship and the Teacher of English: A Questionnaire Survey Sample of Secondary School Teachers of English.* Unpublished doctoral dissertation, Teachers College, Columbia Univ., 1965.

A model for investigation of the effect of censorship on the schools, based on a study of reports by a national cross section of English teachers. Much significant information is contained about characteristics of teachers, objectors, books objected to, and results of objections.

Bury, J. B. *A History of Freedom of Thought*, 2nd Edition. London: Oxford Univ. Press, 1952.

Though an older book, this is a good brief history of the development of the concept and practice of freedom of thought from its possible origins in ancient Greece through the conflicts involved in the intellectual, religious, and political history of the western world.

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Cior, Harry M. *Obscenity and Public Morality*. Chicago: Univ. of Chicago Press, 1969.

This book is a moderate and well reasoned defense of some degree of obscenity censorship as moral and constitutional. Recent Supreme Court decisions are discussed from an ethical standpoint, and from knowledge of the historical background of the first amendment. The book raises in thoughtful language issues that libertarians need to confront.

Craig, Alec. *Suppressed Books: A History of the Conception of Literary Obscenity*. Forword by Morris L. Ernst. Cleveland: World, 1963. [Also Meridian Books, M200, (paperbound), 1966.]

Primary attention is given here to literary censorship in England from the case of Edmund Curll through Havelock Ellis, D. H. Lawrence, James Joyce, and others. The book also briefly discusses censorship on the continent and the United States. Good bibliography.

Downs, Robert B., ed. *The First Freedom: Liberty and Justice in the World of Books and Reading*. Chicago: American Library Assn., 1960.

An encyclopedic collection of essays, largely American and twentieth century, on freedom for the reader. More than 100 essays are included. Should be in every library.

Ernst, Morris L., and Alan U. Schwartz. *Censorship: The Search for the Obscene*. New York: MacMillan, 1964.

A selective analysis of court decisions in the United States on obscenity, from the beginnings to Roth and Alberts, showing how "untidy" and subjective the law is with regard to obscenity, and how it has sought for objective principles when it could not evade the problem of definition. The final chapter contains an excellent summary of the current status of obscenity censorship.

Fiske, Marjorie. *Book Selection and Censorship: A Study of School and Public Libraries in California*. Berkeley: Univ. of California Press, 1959.

Made by a sociologist, this is a classic study of California librarians and practices in school and public libraries. The book is an essential behavioral study for understanding the phenomenon of literary censorship today.

Glueck, Sheldon and Eleanor. *Unraveling Juvenile Delinquency*. Cambridge, Mass.: Harvard Univ. Press, 1950.

A summary report of a massive effort by many experts under the direction of the Gluecks to learn as much as possible about juvenile delinquency. Any effort to consider the effect of literature on delinquency should take this report into account.

Haney, Robert. W. *Comstockery in America: Patterns of Censorship and Control.* Boston: Beacon Press, 1960.

This is a thoughtful study of censorship in the United States from the efforts of Comstock to modern comstockery in organizations for decent literature, and in TV and movie censorship. There is a good bibliography.

Hove, John, ed. *Meeting Censorship in the Schools: A Series of Case Studies.* Champaign: NCTE, 1967, (Paperbound). [ED 019 268 EDRS Price: MF-$0.25 HC-$2.95; also NCTE, Stock No. 19330, $1.00.]

A collection of descriptions of actual incidents of censorship in the schools

Knudson, Rozanne. *Censorship in English Programs of California's Junior Colleges.* Unpublished doctoral dissertation, Stanford Univ., 1967.

One of the relatively few studies of censorship in colleges. The study is distinguished by an excellent use of a questionnaire method to determine the degree of censoriousness on the part of respondents.

Kuh, Richard H. *Foolish Figleaves? Pornography in-and-out of Court.* New York: MacMillan, 1967.

A good account of the unsuccessful effort of a prosecuting attorney to censo several books, comedians, and night club entertainment. Kuh was on the opposite side of several of the cases described by Rembar. The book would be useful to libertarians for its proposed model law to protect minors from obscenity. The discussion raises all the relevant issues for the protection of the maximum of freedom.

Lacy, Dan. *Freedom and Communications,* 2nd Edition. Urbana: Univ. of Illinois Press, 1965.

A brief and persuasive statement of the need for freedom of communications for the successful functioning of society in the areas of economics, politics, and personal values.

McKeon, Richard, et al. *The Freedom to Read: Perspective and Program.* National Book Committee, New York: R.R. Bowker, 1957.

A brief general introduction to the problem; it offers useful definitions, some historical background, a summary of arguments pro and con, and suggested areas of needed knowledge, most of which remain to be studied.

Nelson, Jack, and Gene Roberts, Jr. *The Censors and the Schools.* Boston: Little, Brown, 1963.

A careful study of textbook censorship, showing pressures on publishers and the resulting limitations because of organized groups, because of state selection processes, and because of sectional differences.

Raywid, Mary Anne. *The Ax-Grinders.* New York: MacMillan, 1962.

A study, based on questionnaire answers and other materials, of many groups and persons critical of the schools ranging from extremist right wing groups to more responsible academic critics. Among other matters is a discussion of textbook criticism.

Rembar, Charles. *The End of Obscenity*. New York: Random House, 1968.

A witty, gracious, and well-written account of the legal processes by which three major battles were won in the last decade: the obscenity trials of Lady Chatterley's Lover, The Tropic of Cancer, and Fanny Hill. Rembar is a lawyer and was involved in the trials he describes.

Thomas, Donald. *A Long Time Burning: The History of Literary Censorship in England*. New York: Frederick A. Praeger, 1969.

A full, richly detailed history, from the rise of the printing press to the present. Political, religious, and obscenity censorship are discussed, with attention to many standard English writers. The appendix contains a lengthy collection of legal documents, reports, and samples of censored works.

Wertham, Frederic. *Seduction of the Innocent*. New York: Rinehart, 1954.

An expression of opinion by a psychiatrist that violent and sadistic comic books lead to delinquent behavior; the book is based on a case study approach

Widmer, Kingsley and Eleanor. *Literary Censorship: Principles, Cases, Problems*. San Francisco: Wadsworth, 1961.

A case book, with a large variety of illustrative materials.

PAMPHLETS:

American Civil Liberties Union. *Combatting Undemocratic Pressures on Schools and Libraries: A Guide for Local Committees*. New York, 1964.

A brief but useful statement of the problem and suggested procedures for dealing with censorship pressures. It contains the NCTE form "A Citizen's Request for Reconsideration of a Book." This could be purchased in quantity for distribution to school board members or similar groups.

American Civil Liberties Union. *Obscenity and Censorship: Two Statements of the American Civil Liberties Union*. New York, 1963.

Two resolutions that state a libertarian position.

American Library Assn. Council. *How Libraries and Schools Can Resist Censorship*. Chicago, 1962.

A brief set of specific suggestions for normal operating procedures and for procedures if a censorship episode arises. This pamphlet lists four other basic documents that every person concerned with libraries and censorship should know; they are all available from ALA. The items are: Library Bill of Rights, Statement on Labeling, Freedom to Read Statement, and Policies and Procedures for Selection of School Library Materials. The bill of rights and the materials selection policy are also in the fuller work cited above: Standards for School Library Programs.

Fellman, David. *The Censorship of Books.* Madison: Univ. of Wisconsin Press, 1957.

A brief, thoughtful discussion of censorship by an eminent authority. The footnotes contain many suggestions for further reading.

NCTE. *The Students' Right to Read.* Champaign, 1962.

An essential item; should be available in all English offices; it would be useful for community distribution. It contains the form "Citizens Request for Reconsideration of a Book." It emphasizes that the important right is that of the student to learn.

New Jersey Committee for the Right to Read. *A Survey of New Jersey Psychiatrists and Psychologists pertaining to the Proscription by Legislation of Sexually Oriented Publications for Persons under 18 Years.* Caldwell, N.J., 1967.

A questionnaire-based study of opinions of clinicians concerning the effect of pornography on juvenile behavior. In general, the results indicate that the clinicians doubt that pornography causes delinquency, or that legal proscriptions are of beneficial social value. A more detailed, nationwide study of clinicians was made by Dr. K. Michael Lipkin of Chicago, Ill., and Dr. Donald E. Carns, Sociology Dept., Northwestern University. Generally similar results were received. The Lipkin-Carns study has not yet received journal publication; information will no doubt be available in later bibliographies such as the Newsletter on Intellectual Freedom cited below.

PERIODICAL ARTICLES:

Asheim, Lester. "Not Censorship but Selection," *Wilson Library Bulletin* 28(Sept 1953): 63-67.

An effort to distinguish between the two concepts that recognizes financial limitations, community customs, and other factors. Selection is seen as positive, democratic, and primarily interested in the right of the reader to read.

Bach, Harry. "Censorship of Library Books and Textbooks in American Schools, 1953-1963," *Journal of Secondary Education* 40(Jan 1965): 3-15. [ED 020 923 EDRS Price: MF-$0.25 HC-Not available from EDRS.]

A general summary of the problem of school censorship, with suggested normal operating procedures and responses to an attack.

Berninghausen, David K., and Richard W. Faunce. "An Exploratory Study of Juvenile Delinquency and the Reading of Sensational Books," *The Journal of Experimental Education* 33(Win 1964): 161-68.

An effort to determine the effect of reading "sensational" or pornographic books on two matched groups of boys, one adjudged delinquent, the other not delinquent. Apparently little pornography was available to either group of boys; no significant results of reading pornography were perceptible.

Booth, Wayne C. "Censorship and the Values of Fiction," *English Journal* 53(Mar 1964): 155-64. [ED 014 484 EDRS Price: MF-$0.25 HC-$0.60.]

An illustration of the process by which literary critics determine the moral value of a work of literature. Among works discussed is The Catcher in the Rye.

Burress, Lee A., Jr. "Censorship and the Public Schools," *ALA Bulletin* 59(Jun 1965): 491-99. [ED 024 667 EDRS Price: MF-$0.25 HC-$0.60.]

Possible reasons for the recent increase in censorship and its effect on the schools.

Cairns, Robert B., et al. "Sex Censorship: The Assumptions of Anti-Obscenity Laws and the Empirical Evidence," *Minnesota Law Review* 46(May 1962): 1009-89.

A careful effort to examine all the empirical evidence on the questions of the effect of erotic literature on behavior. The article suggests that if law depends on supporting empirical evidence, it would be "hard to find a rationale for our anti-obscenity laws."

Donelson, Kenneth L. "Challenging the Censor: Some Responsibilities of the English Department," *English Journal* 58(Sept 1969): 869-76.

This article is aimed both at college English departments interested in teacher preparation and high school English departments interested in good procedures.

Goodman, Paul. "Pornography, Art, and Censorship," *Commentary Magazine* 31(Mar 1961): 203-12.

Goodman shows the complicated relationships between his subjects in an article that both complements and contradicts the ideas of Clor and Frank, cited elsewhere. Goodman suggests that present court policies create a mass conformity of the lowest common denominator; he calls for both more sensitive restrictions and more freedom.

Kvaraceus, William C. "Can Reading Affect Delinquency?" *ALA Bulletin* 59(June 1965): 516-22.

A thoughtful summary of the problem of determining the possible effect of pornography on delinquency, by a noted sociologist.

Lockhart, William B., and Robert C. McClure. "Obscenity Censorship: The Core Constitutional Issue--What is Obscene?" *Utah Law Review* 7(Spr 1961): 289-303.

An analysis of obscenity in the light of recent Supreme Court decisions, with an attempt to define hardcore pornography, variable obscenity, the problem of protecting youth, and the necessity of independent judicial review. The article is a brief form (for a general audience) of the more lengthy report by the same authors, cited beneath.

Lockhart, William B., and Robert C. McClure. "Censorship of Obscenity: The Developing Constitutional Standards," *Minnesota Law Review* 45(Jun 1960): 5-121.

A full study of the constitutional issues involved in obscenity censorship. Though intended for a legal audience, the article is readable by laymen, and is a significant publication in this area.

Van den Haag, Ernest. "Is Pornography a Cause of Crime?" *Encounter* 29(Dec 1967): 52-56.

A thoughtful argument that pornography leads to sadism and that society is therefore justified in censoring the pornography to protect itself.

PERIODICALS SPECIALIZING IN CENSORSHIP:

FoI Digest and *Freedom of Information Center Reports*, published by the Freedom of Information Center, School of Journalism, University of Missouri, Columbia. The *Digest* contains brief reports of current events related to freedom of information. The *Reports* are lengthy reports on a variety of issues related to freedom of information.

Newsletter on Intellectual Freedom. This is a publication of the Intellectual Freedom Committee of the American Library Assn. It contains reports of current events, commentary, and an excellent bibliography.

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BASIC ANNOTATED BIBLIOGRAPHY ON LISTENING

Prepared for NCTE/ERIC

By

Sara W. Lundsteen
University of Texas at Austin
August 1969

Campbell, E. "Teaching Listening: A Case Example," Audiovisual Instruction, 13(November 1968): 1003.

Describes a program for the inner city in Newark, New Jersey, which centered upon poor listening habits of children, including tuning out, doing other things while supposedly listening, not thinking critically, and hearing words instead of ideas. This language arts program was designed to maintain attention while developing a greater cultural contact with the student's heritage.

De Boer, J. J. "Children's Experiences with Mass Media of Communication," in Children and the Language Arts, V. E. Herrick and L. B. Jacobs, eds. Englewood Cliffs, N. J.: Prentice-Hall, 1955, pp. 362-80.

Presents the mass media as an important influence on the student. Objectives of instruction in the mass media include the expansion of children's interests, improvement of reading tastes and aesthetic discrimination, and the development of independent judgment. Classroom materials and numerous activities are suggested as supplements to class instruction.

Devine, T. G. "Reading and Listening: New Research Findings," Elementary English, 45(March 1968): 346-48.

Re-examines the belief that instruction in listening (or reading) affects pupil competence in reading (or listening).

Duker, S. "An Annotated Guide to Audiovisual Aids Available for the Teaching of Listening," Audiovisual Instruction, 10(April 1965): 320-22.

Describes and evaluates seven films, one filmstrip, three taped courses in listening, one taped speech, two sets of phonograph records, and a recorded speech.

Duker, S. Listening Bibliography. Second Edition. Metuchen, N. J.: Scarecrow Press, 1968. 316p.

Represents an updating of the 1964 annotated bibliography in which 1,332 references are listed. Provides 31 studies in the index under "Teaching of Listening--Materials," none of which are listed in this present bibliography.

Educational Developmental Corporation. The Listening Skills Program. Palo Alto, Calif.: Science Research Associates, 1969.

Presents a multi-level and multi-skill program for each grade level 1-9. Skills include, e.g., auditory discrimination, story sequence, main idea, cause and effect, creative listening and critical listening on tape, record or cassette. Includes teacher manual for each level.

Educational Testing Service. "Listening Levels 1, 2, 3, 4," in Sequential Tests of Educational Progress (1957); and "Listening," in Cooperative Primary Tests.(1967). Princeton, N. J.: Educational Testing Service, Cooperative Test Division.

Consists of two alternate forms for primary grades through college, assumed sub-abilities: plain-sense comprehension, interpretation, evaluation, and application. Graded tests increase in vocabulary difficulty, grammatical complexity, complexity of subject matter and reasoning abilities.

Farrell, Muriel, and Shirley H. Flint. "Are They Listening?" Childhood Education, 43(May 1967): 528-29.

Suggests the distinct need for listening with a purpose. Every activity which includes environmental sound provides an opportunity for listening-learning experiences. Several musical games are described to teach discrimination between pitches, timbre, and quality of tone, to recognize tempo or speech changes, and to identify likeness or difference in rhythm and duration.

Fry, C. L. "Training Children to Communicate to Listeners," Child Development, 37(September 1966): 675-785.

Compares training groups in the role of speaker, listener, or both speaker and listener. Training improved communications; brevity seemed to generalize to less similar communication tests where it was not necessarily appropriate. Children who practiced as both speaker and listener improved no more than those restricted to either role.

Goolsby, T. M. "Listening Achievement in Head Start," Reading Teacher, 21(April 1968): 659-62.

Attempts to train non-reading preschool children to answer questions following oral reading. Groups which received questions following oral reading showed higher achievement than those given no questions.

Horrworth, Gloria. "Listening: A Facet of Oral Language," Elementary English, 43(December 1966): 856-64, 868.

Discusses affective aspects of listening. A good discussion for beginners.

Irvin, C. E. "Activities Designed to Improve Listening Skills," Journal of Communication, 4(March 1954): 14-16.

Lists 12 activities for use whenever speaking takes place.

Kegler, S. B. "Techniques in Teaching Listening for Main Ideas," English Journal, 45(January 1956): 30-32.

Suggests techniques for older children.

ED 012 232
Kellogg, R. E. A Study of the Effect of a First Grade Listening Instructional Program upon Achievement in Listening and Reading. San Diego, Calif.: San Diego County Department of Education, 1967. EDRS Price: MF-$0.75 HC-$8.15 161p.

Studies the effects of a first-grade instructional program upon achievement in listening and reading.

Kelly, C. M. "Listening: Complex of Activities--and a Unitary Skill?" Reply by C. T. Brown, Speech Monographs, 34(November 1967): 455-66.

Cautions and directions for research. Raises questions about the state of knowledge basic for listening instruction.

Lundsteen, Sara W. "Critical Listening Research and Development: Listen-Tests, Curriculum, and Results for the Thinking Improvement Project," in Highlights of the 1968 IRA Preconvention Institute II: Critical Reading and Listening. Salt Lake City, U.: Exemplary Center for Reading, in press.

Lists objectives in tentative sequence for a general listening

program and a critical listening program. Describe tests and reports experimental results.

Lundsteen, Sara W. "Language Arts in the Elementary School," in Teaching for Creative Endeavor, W. B. Michael, ed. Bloomington: Indiana University Press, 1968.

Contains a creative problem-solving approach to teaching listening. Describes activities and gives some brief notes on what research says to the teacher.

Monaghan, R. R., and J. G. Martin. "Symbolic Interaction: Analysis of Listening," Journal of Communication, 18(June 1968): 127-30.

Poses two main questions: what is an effective listener, and what are the distinguishing characteristics of persons who are effective listeners and those who are not. Draws up a working list of topics and some references which might provide an outline for study at the college level. Sample research strategies generated: Repertory Grid projective devices, inferences of hypnagogically-induced images.

Olsen, J. "How to Help Your Pupils Pay Attention," Grade Teacher, 84(September 1966): 148+.

Suggests that listening requires training and is not governed by IQ. Teachers can build listening activities into regular work by remembering that interesting topics make interested listeners, and that they should use materials, articles, stories, and essays related to any field pupils are studying. Gives suggested activities.

Orr, D. B., and W. R. Graham. "Development of a Listening Comprehension Test to Identify Educational Potential among Disadvantaged Junior High School Students," American Educational Research Journal, 5(March 1968): 167-80.

Describes the development of a listening comprehension test based upon the hypothesis that for disadvantaged children a listening test with appropriate content would prove significantly more suitable than the usual aptitude or achievement tests as a measure of their academic potential.

Russell, D. H. "A Conspectus of Recent Research on Listening Abilities," Elementary English, 41(March 1964): 262-67.

Summarizes the state of the knowledge base for improving listening abilities to 1964. A comprehensive and carefully wrought review.

Russell, D. H. and Elizabeth F. Listening Aids through the Grades. New York: Bureau of Publications, Teachers College, Columbia University, 1959. 112p.

Contains the most complete and comprehensive collection of listening activities in existence. Divided into primary and intermediate grades and into levels of listening skill. Informative introduction includes an analysis of similarities and differences between reading and listening. Over 100 activities listed.

Seymour, D. Z. "A Fresh Look at Show and Tell," Young Children, 23(May 1968): 270-71.

Maintains that one of the most serious flaws in the show and tell period may be the same thing that was thought to be its strong point--lack of organization. Unprepared presentations are likely to be disorganized contributions. The teacher's role is to help the speakers prepare their materials, set standards for listeners, and show by their own courteous listening that they respect the contribution of the speaker.

Taylor, C. W. "Listening Creatively," Instructor, 73(February 1964): 5, 103-104.

Suggests that a set of a persons mind can affect the creativeness of his reception. Listening to learn and master information differs from listening to stimulate one's own creative thinking and imagination. Gives suggested activities.

Wagner, G. "What Schools Are Doing: Teaching Listening," Education, 88(November-December 1967): 183-88.

Lists 30 skills now being stressed. Gives several suggestions for teaching listening skills.

Wilt, Miriam E. "Teach Listening?" Grade Teacher, 81(April 1964): 51, 93-4.

Suggests ways to prevent deterioration in listening skills which occurs as children learn to read and write. Listed activities and ways of informal measurement are presented by one of the pioneers in the field.

Witkin, Belle R. "Auditory Perception--Implications for Language Development," Journal of Research and Development in Education, 3(Fall 1969).

Presents recent research, describes new tests and materials, and gives implications for education in the areas of (1) attention to

competing messages, (2) compressed speech or increase in rate of material, (3) auditory discrimination, and (4) auditory sequencing. Most of the recent and significant references in these areas are mentioned in this article and were excluded from the present bibliography. Other articles in the Fall issue also deal with listening.

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Additional copies of this bibliography are available free on request (limited supply) from NCTE/ERIC, 508 South Sixth Street, Champaign, Illinois 61820.

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BASIC BIBLIOGRAPHY ON HANDWRITING, CAPITALIZATION, AND PUNCTUATION*

Prepared for NCTE/ERIC

By

L. Jean York
University of Texas

December 1969

BOOKS:

Callewaert, H. "For Easy and Legible Handwriting," Chapter 2 of *New Horizons for Research in Handwriting*, edited by Virgil E. Herrick. Madison: Univ. of Wisconsin Press, 1963.

This author advocates a new "round" handwriting technique which should be initiated with the pre-school child and should result in an easy, legible, and smoothly flowing, round style. Illustrations and guidelines are provided for preparing pre-school children.

Harris, Theodore L., and G. Lawrence Rarick. "Psychological and Motor Correlates of Handwriting Legibility," Chapter 3 of *New Horizons for Research in Handwriting*, edited by Virgil E. Herrick. Madison: Univ. of Wisconsin Press, 1963.

This article examines certain physiological and motor aspects of behavior believed to be important in producing legible handwriting.

Myers, Emma Harrison. *The Whys and Hows of Teaching Handwriting*. Columbus, O.: Zaner-Bloser, 1963.

A text designed to help the teacher interpret the need for handwriting instruction and to guide that instruction in her own class. Could also be used as a further aid to a good commercial program in handwriting.

Templin, Elaine M. "The Legibility of Adult Manuscript, Cursive, or Manuscript-Cursive Handwriting Styles," in Chapter 7 of *New Horizons for Research in Handwriting*, edited by Virgil E. Herrick. Madison: Univ. of Wisconsin Press, 1963.

This research study investigates the manuscript and cursive handwriting of adults in order to determine which style of handwriting remains more legible ten years after high school graduation.

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PERIODICAL ARTICLES:

Bell, M.E. "Manuscript Writing After the Primary Grades," *Education* 89(September 1968): 81-83.

The desirability of skill development in manuscript writing beyond the lower grades is emphasized and several suggestions are made which can facilitate cultivation of manuscript skills in the higher grades.

Bingham, A.I. "Script Myths," *Instructor* 78(November 1968): 97-98.

This article refutes traditional drill and reward practices in teaching handwriting and advocates more individualization in the teaching of handwriting.

Byers, L. "Relationship of Manuscript and Cursive Handwriting to Accuracy in Spelling," *Journal of Educational Research* 57(October 1963): 87-89.

An investigation is made of the effect of handwriting style (manuscript versus cursive) upon spelling. The research procedures are enumerated--concluding that in one particular group of 3rd graders, spelling accuracy is slightly enhanced by manuscript writing.

Church, Frank C. "Stress - Terminal Patterns: Intonation Clues to Punctuation," *English Journal* 56(March 1967): 426-34. [ED 022 770 EDRS Price: MF-$0.25 HC-$0.60]

Many students have difficulty determining when and how to place internal punctuation of a sentence due to complexity of conventional rules of punctuation upon which they must rely. A few "phonological" rules are given in this article which should serve as an aid in punctuation.

Emerson, Caroline D. "Remedial Handwriting," *Elementary English* 43(November 1966): 756-58, 761.

An excellent article directed at all levels, but particularly useful for the beginning handwriting teacher. Common difficulties which often cause illegible handwriting to develop are discussed and remedies suggested along with clear diagrams.

Enstrom, E.A. "Basic Learning Tools," (with comments by D.C. Waterman) *Teachers College Journal* 38(December 1966): 109-12.

This is a short article dealing with (1) reaching the desired handwriting objectives and (2) steps that must be taken before significant changes in results can occur.

Enstrom, E. A. "Double Check Your Handwriting Program," *Catholic Education Review* 66(March 1968): 168-73.

This article advocates a revamping of handwriting programs in schools in order to improve children's handwriting as a basic, essential tool of learning, and sets forth some steps to be taken.

Enstrom, E. A. "Little Turn That Makes the Big Difference: Left-Handed Writing," *Elementary English* 43(December 1966): 865-68.

The best methods of teaching writing to left-handed pupils are discussed.

Enstrom, E. A. "Teacher Responsibility for Handwriting in Junior and Senior High Schools," *High School Journal* 47(October 1963): 34-39.

Directed at junior high and senior high teachers, this article urges teachers to establish high standards of acceptability for handwriting. Several steps are set forth for the teacher's use in encouraging good handwriting and achieving easier paper grading.

Enstrom, E. A., and Doris C. Enstrom. "In Print Handwriting: Preventing and Solving Reversal Problems," *Elementary English* 44(October 1969): 759-64.

This article offers some practical suggestions to the teacher, along with clear diagrams of ways to prevent and solve reversal problems in printing by elementary children.

Erlebacher, A., and Virgil E. Herrick. "Quality of Handwriting Today and Yesterday," *Elementary School Journal* 62(November 1961): 89-92.

Cites a study which was made between a sample of "good" handwriting taken in 1912 and a "good" sample taken in 1957. Concludes, after reviewing the results, that there is little reason to make general claims about the deterioration of the handwriting of today's children.

Hall, Robert A., Jr. "To Hyphenate or Not to Hyphenate," *English Journal* 53(December 1964): 662-65.

The use of the hyphen in compounds has become a thorny problem in English punctuation. This writer makes a proposal for phonologically based hyphenation.

Hildreth, Gertrude. "Early Writing as an Aid to Reading," *Elementary English* 40(January 1963): 15-20.

In view of (1) children's early interest in and experience with imitative writing, (2) the ease of learning manuscript writing and (3) the close tie between reading and writing, this article states that informal writing experiences should be provided for children early in the first grade, devoting equal time to reading and writing in beginning instruction.

Horn, Ernest. "Questions for Research on Handwriting," *Elementary School Journal* 62(March 1962): 304-12.

The question is asked, "How can research help us guide children toward excellence in handwriting?" In handwriting, as in other fields, research may provide highly practical data for use in designing more effective programs, and many questions are presented in this article, both in the area of basic research and research on immediate, practical problems.

Horn, T. D. "Handwriting and Spelling," *Review of Educational Research* 37(April 1967): 168-77.

This article presents a review of the educational research conducted during a period from July, 1963 to June, 1966, on the topics of handwriting and spelling.

Lowes, R. "Teach the Second R," *Texas Outlook* 51(August 1967): 24-25.

The author outlines several down-to-earth suggestions that could "revolutionize the handwriting in any classroom in less than a year's time."

Odom, R. R. "Capitalization and Punctuation: A Diagnostic Test," *California Journal of Educational Research* 15(March 1964): 68-75.

Research procedures are reviewed which were used in development of a truly diagnostic test in capitalization and punctuation skills to be used in the California public schools.

Odom, R. R. "Growth of a Language Skill: Punctuation," *California Journal of Educational Research* 15(January 1964): 12-17.

The author supports (1) a proposal for removing formal language instruction from the elementary school program and (2) an extension of creative writing and free expression language activities.

Moore, R. E. "Apostrophe to the Ocean and Heave It In!" *English Journal* 55(February 1966): 198-200.

This article makes a case for the fact that rules for the use of the apostrophe are arbitrary, confusing, and contradictory; and the author sets forth a good argument for dropping the apostrophe from the English language altogether.

Renaud, A. J., Jr., and P. J. Groff. "Parents' Opinions about Handwriting Styles," *Elementary English* 43(December 1966): 873-76.

Results of a study are reviewed, which indicates parents' interest in their children receiving improved instruction in handwriting in the primary and intermediate grades.

Rondinella, Oreste R. "An Evaluation of Subjectivity of Elementary School Teachers in Grading Handwriting," *Elementary English* 40(May 1963): 531-32.

Directed toward the problem of objectivity in grading penmanship, this study concludes that much subjectivity does exist, and suggests that the penmanship program from 4th to 6th grade should be redesigned.

Yee, A. H., and C. Personke. "Teaching Handwriting: Why and How?" *Instructor* 77(November 1967): 126-27.

This article introduces a model, or learning paradigm, for handwriting which helps explain how a person reaches maturity in handwriting; and goes on to explain practical applications in initial and later instruction of children

Zais, R. S. "Linguistic Characteristics of Punctuation Symbols and the Teaching of Punctuation Skills," *English Journal* 52(December 1963): 677-81.

A tentative answer is offered for the question, "Are 'linguistic characteristics' of punctuation symbols helpful in teaching students to punctuate correctly?" A research study is reviewed which utilizes a new method for teaching 11th grade students to understand punctuation principles with a high rate of success.

PAMPHLETS:

Horn, Thomas D., ed. *Research on Handwriting and Spelling.* Champaign: National Conference on Research in English, NCTE, 1966, 79p. [NCTE, Stock No. 14200: $1.00]

This pamphlet is a resume of all latest research on handwriting and spelling, with emphasis on the Stanford Grapheme-Phoneme Study. It also goes into the generalization issue.

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BASIC ANNOTATED BIBLIOGRAPHY OF BIOGRAPHY

Prepared for NCTE/ERIC
By
Elizabeth S. White
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December 1969

American Library Association. "Biography," in *Books for Children 1960-65*. (Chicago: ALA, 1966): 222-60.

Each annotation describes the content of the book, gives an objective appraisal, makes comparisons with other books by the same author or on the same subject, indicates possible use when this is not self-evident. Recommended for grades 3-9.

Arscott, John R. *Introduction to Nonfiction*. Cincinnati: McCormick-Mathers, 1965: 183-91, 243-58.

Analysis of medicine showman's life in James Thurber's "Doc Marlow" (selection from Let Your Mind Alone) with appropriate study helps. Edward Oxford's "Ten Lives for Kennedy" presented with study helps on content, vocabulary, and suggested writing assignments.

Association for Childhood Education International. "Biographies," in *Bibliography of Books for Children*. (Washington, D.C., 1968): 8-13.

Each title is annotated with a review of the content. Of interest to children from pre-school through elementary grades.

Bamman, Henry A., et al. "Biography," in *Reading Instruction in the Secondary Schools*. (New York: David McKey, 1961): 179-81.

Classification of three types of biographies and a limited number of suggestions to the teacher.

Berger, Harry, Jr. "Biography as Interpretation: Interpretation as Biography," *College English* 28(November 1966): 113-25.

Erudite discussion of poetic biography and suggestions for interpreting selected poems. Senior High and advanced placement levels.

Bernstein, Abraham. "Lives of Great Men? Don't Remind Us!" in *Teaching English in High School*. (New York: Random House, 1961): 261-76.

Fresh ideas for preparing students to appreciate biography and to react to their study of the work.

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Burton, Dwight L. "Biography and Essays in the Literature Program," in *Literature Study in the High Schools*. (New York: Holt, Rinehart and Winston, 1964): 185-98, 205-207.

Emphasis on narrative biography in the junior high school. Biographies organized in a variety of expository patterns in the senior high school. Includes "Outline of Sequence for a Unit on Biography (Ninth Grade)."

Clifford, James L., ed. *Biography as an Art, Selected Criticism 1560-1960*. New York: Oxford Univ. Press, 1962.

Traces the beginning and increasing popularity of biographical writings. Excerpts speeches, and writings by recognized biographers, 1950-1960. Rich background for the teacher. Includes full length studies and separate publications on additional 20th century publications containing criticism of biography.

Commager, Henry Steele. "Suggested Methods for Teachers," Chapter 6 of *The Nature and the Study of History*. The Charles E. Merrill Social Science Seminar Series, (Columbus, O.: Charles E. Merrill, 1965).

Suggestions for understanding lives and writings of people about whom biographies have been written. Examples: Robert Sherwood's Abe Lincoln in Illinois, Albert Shaw's A Cartoon History of Roosevelt's Career, and Genevieve Foster's George Washington's World.

Courtney, Winifred F., ed. *The Reader's Adviser*, 11th Edition. New York: R.R. Bowker, 1968.

A list of the best available works of more than 2,500 of the world's greatest authors, spanning literature from antiquity to the present day.

Current Biography. Bronx, N.Y.: H.W. Wilson, 1940--. [Monthly except August--$8.00 per year.]

Articles on people prominent in the news. Sources: newspapers, magazines, books, and--in some cases--biographies. Objective, not authorized biographies; vehicle for motivating interest in living people, pointing out differences in objective and subjective biography and correlating English with other subject areas.

Edel, Leon. *Literary Biography*. Toronto: University of Toronto Press, 1957.

A reappraisal of the art of writing of the lives of men and women who were themselves writers.

_____, et al, editors. *Five World Biographies*. New York: Harcourt, Brace and World, 1961.

Includes Plutarch's Life of Caesar, Vasari's Michelangelo, Ludwig's Napoleon, Curie's Madame Curie, Sheean's Gandhi. Preface, afterword, and study questions for each selection. Teacher's manual available

Fidell, Estelle A., ed. *Children's Library Catalog, Eleventh Edition*. New York: H.W. Wilson, 1965.

Titles, including collective biographies proven useful in elementary schools, selected by a board of consultants composed of librarians.

_____, ed. *Junior High School Library Catalog*. New York: H.W. Wilson, 1965.

Titles, including collective biographies proven useful in junior high schools, selected by a board of consultants nominated by the American Association of School Librarians.

Fuller, Edmund, and O.B. Davis, editors. *Four American Biographies*. New York: Harcourt, Brace and World, 1961.

Includes Sandburg's Abraham Lincoln, Brown's Yankee from Olympus, Brooks' Helen Keller. Study helps provided for each selection. Teacher's manual available.

Garraty, John A. *The Nature of Biography*. New York: Knopf, 1957.

A helpful handbook for a writer or reader of biography.

Haines, Helen E. "Biography: Speculum Vitae," in *Living with Books*. (New York: Columbia Univ. Press, 1961): 250-74.

Points out appeal of biography, especially historical biography; suggests criteria for selection of biographies to be studied. Includes list of fifty biographies categorized as "older" and "modern."

Meixner, John A. "The Uses of Biography in Criticism," *College English* 28(November 1966): 108-13. [ED 024 860 EDRS Price: MF-$0.25 HC-$0.45 7p.]

Suggests approaching biography "as different worlds, or structures of experience" rather than as a diagnosis of form. Senior high level.

Oregon State Dept. of Education. "Role of Leading Americans in Building Our Living American Heritage" and "Social and Cultural Contributions of America," in *Our Living American Heritage, A Resource Unit for Teachers*. (Salem, Ore., 1963): 18-23, 25-30.

Suggested activities for understanding the lives and contributions of outstanding Americans. Includes suggested helpful books, films, filmstrips, and records: pp. 33-46.

Orr, Ethel M., et al. "Great Men of Yesterday and Today," in *Discovering New Fields in Reading and Literature* by Orr. (New York: Charles Scribner's Sons, 1952): 248-302.

Brief biographical selections followed by study helps. Junior high level.

Priestley, J.B., and O.B. Davis, editors. *Four English Biographies*. New York: Harcourt, Brace and World, 1960.

Includes Chute's Shakespeare of London, Boswell's Life of Samuel Johnson, Strachey's Queen Victoria, Lee's Edge of Day. Afterword and study questions for each selection. Teacher's manual available.

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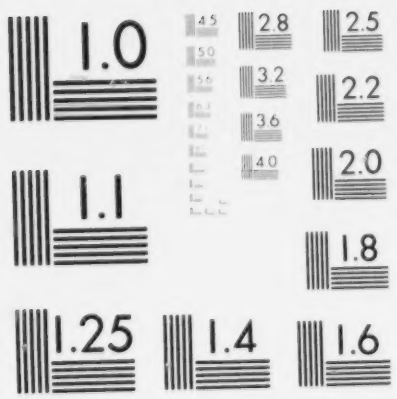

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Rollins, Charlemae. "Biography," in *We Build Together; A Reader's Guide to Negro Life and Literature for Elementary and High School Use*, 3rd Edition. (Champaign: NCTE, 1967): 29-40. [*We Build Together*. . . Available from NCTE, Stock No. 43759: $1.50.]

The titles include biographies of Negroes who have contributed to our country. Each listing is graphically annotated. Many suggest appropriate grade levels ranging K-9.

Shapiro, Alan. *American Literature: Four Representative Types*. New York: Globe, 1964: 378-500.

Study helps on reading, vocabulary, related activities, and comparative study for Steinberg's "Eleanor Roosevelt."

Shor, Rachel and Estelle A. Fidell, editors. "Collective Biography," "Biography-Indexes," "Biography-Dictionaries," "Individual Biographies," in *Senior High School Library Catalog, Ninth Edition*. New York: H.W. Wilson, 1967: 288-332.

Designed to assist in the selection of titles. Annotations are provided for each title listed; includes information concerning publisher, price, and varying editions.

Teacher's Manual, Macmillan Gateway English, Level II. New York: Macmillan, 1968.

Includes selections on four themes: Striving, Two Roads to Greatness (Lincoln and Douglass), Creatures in Verse, and A Western Sampler. Excellent teacher helps interspersed in a variety of approaches to biographical selections of general appeal.

Weiss, M. Jerry. "Reading Biography," in *Reading in the Secondary Schools*. New York: The Odyssey Press, 1961: 128-29.

Brief suggestions for creating student interest in reading biographies.

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A BASIC BIBLIOGRAPHY ON LEXICOGRAPHY

Prepared for NCTE/ERIC
by
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August, 1969

Books in the area of lexicography are relatively few and not readily available in libraries. A few are listed for those who may be able to find them.

Mathews, M. M. *A Survey of English Dictionaries.* London: Oxford University Press, 1933 [later edition, New York: Russell and Russell, 1966].

Householder, Fred W., ed., and Sol Saporta, ed. *Problems in Lexicography.* Bloomington, Ind.: Indiana University Research Center in Anthropology, Folklore, and Linguistics, 1962 [appeared as *International Journal of American Linguistics,* Volume 28, Number 2, Part 4].

Sledd, James, and Wilma R. Ebbitt: *Dictionaries and That Dictionary.* Chicago: Scott, Foresman, 1962.

Friend, Joseph H. *The Development of American Lexicography, 1798-1894.* The Hague: Mouton, 1967.

Gove, Philip B., ed. *The Role of the Dictionary.* Bobbs-Merrill Series in Composition and Rhetoric. Indianapolis: Bobbs-Merrill, 1967.

Hulbert, James Root. *Dictionaries, British and American.* Revised and Edited by Simeon Potter. London: Deutsch, 1968.

The most accessible information is the prefatory matter in reputable dictionaries. A careful reading of the material, including a sampling of the lists of contributors and the sources consulted, will help to an understanding of how a good dictionary is made. The first five listed below are one-volume "desk dictionaries"; they are relatively inexpensive and every teacher of English should own one of the five. The others will usually be found in public or college libraries.

American College Dictionary. Edited by Clarence L. Barnhart. New York: Random House, 1947. "General Introduction," pp. ix-xxviii. Though this has now been superseded by the *Random House Dictionary*, many copies are still in circulation.

Webster's New World Dictionary. College Edition. Cleveland: World Publishing Co., 1953. "Foreward," pp. vii-xiv; "The English Language" by Harold Whitehall, pp. xxv-xxvi 'American English and British English' and pp. xxxii-xxxiv 'The Development of the English Dictionary.'

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Webster's Seventh New Collegiate Dictionary. Springfield, Mass.: G. & C. Merriam, 1963. pp. 4a-21a.

Funk & Wagnalls Standard College Dictionary. New York: Harcourt, Brace & World, 1963. pp. iv-vii, xix-xxvi.

The Random House Dictionary. College Edition. New York: Random House, 1968. pp. v-ix, xv-xxxii.

Murray, James A. H., et al., editors. *The Oxford English Dictionary*. London: Oxford University Press, 1844-1933. 13 volumes [reprinted 1961]. "Preface," "Historical Introduction," and "General Explanations," Vol. 1, pp. v-xxxiv.

Wright, Joseph. *The English Dialect Dictionary*. London: Henry Frowde, 1898-1905. 6 volumes. "Preface," pp. v-viii.

Mathews, Mitford M., ed. *A Dictionary of Americanisms On Historical Principles*. Chicago: University of Chicago Press, 2 volumes [later edition 1956]. "Preface," Vol. 1 pp. v-xiv.

Craigie, William A., and James R. Hulbert. *A Dictionary of American English on Historical Principles*. Chicago: University of Chicago Press, 1938-1944. 4 volumes. "Preface," pp. v-vi, "Prefatory Note," Vol. 1, pp. vii-xii.

Gove, Philip Babcock, et al., editors. *Webster's Third New International Dictionary*. Springfield, Mass.: G. & C. Merriam Co., 1961 [later edition 1966]. Prefatory material, pp. 6a-56a, both editions.

Onions, C. T., et al., editors. *The Shorter Oxford English Dictionary on Historical Principles*. London: Oxford University Press, 1933. 2 volumes [second edition 1936, rev.]. "Preface," "Introduction," "Authors and Books Cited," pp. v-xviii.

Onions, C.T., et al., editors. *The Oxford Dictionary of English Etymology*. London: Oxford University Press, 1966. "Introduction," pp. vii-x.

Brief introductions will be found under the heading "Dictionary" in several standard encyclopedias such as *Chambers Encyclopaedia*, *Collier's Encyclopedia*, *Encyclopedia Americana*, and *Encyclopedia International*. The most recent, comprehensive, and satisfactory one is by Joseph H. Friend in *Encyclopaedia Britannica*, 1969.

Articles in periodicals seem to appear mostly as commentaries on new dictionaries or new editions of old dictionaries. This was particularly true after the publication of the new edition of *Webster's New International Dictionary* in 1961.

Dykema, Karl W. *"Webster's New World Dictionary of the American Language, College Edition," American Speech* 29(February 1954): 59-64. An evaluation of four desk dictionaries and a discussion of how a dictionary may be judged.

Sledd, James. "The Lexicographer's Uneasy Chair," *College English* 23(May 1962): 682-87. A generally favorable review of *Webster's III* by a competent scholar.

Russell, I. Willis, *"Webster's Third New International Dictionary, An Essay-Review." English Journal* 51(May 1962): 331-34, 348.

Allen, Harold B., et al. *"Webster's Third New International Dictionary,* A Symposium," *Quarterly Journal of Speech* 48(December 1962): 431-40.

Marckwardt, Albert H. "Dictionaries and the English Language," *English Journal* 52(May 1963): 336-45. "Discusses the controversy over *Webster's Third New International Dictionary*...[emphasizing] the responsibility of the English-teaching profession to teach...students what a dictionary is for, how it is made, and the proper way to use it."

Dykema, Karl W. "Cultural Lag and Reviewers of *Webster III*," *AAUP Bulletin* 49(December 1963): 364-69 (reprinted in Gove, *The Role of the Dictionary*). An attempt to explain the diatribes against *Webster's III*.

Ong, Walter J. "Hostility, Literacy, and *Webster III*," *College English* 26(November 1964): 106-11. Develops further two points in the preceding article, suggesting that preoccupation of the literate with the stable printed word is disturbed by the fluid oral-aural approach of the dictionary.

Gove, Philip B. "Usage in the Dictionary," *College English* 28(January 1966): 285-92 (reprinted in Gove, *The Role of the Dictionary*). The editor-in-chief of G. & C. Merriam gives some detailed examples of how the lexicographer deals with usage.

Pyles, Thomas. "Dictionaries and Usage," in *Linguistics Today*, edited by A.A. Hill (New York: Basic Books, 1969). pp. 127-36. A pleasant, brief summary of a much misunderstood relationship.

Perhaps no other kind of book can so easily lead to wrong inferences as a dictionary. Partly this is inherent in the nature of the work; the arbitrary arrangement of the material--alphabetical and then by category, i.e., spelling, pronunciation, part of speech, etc.--tends to destroy any logical relationships and all continuity of thought except in the prefatory matter, which is easily ignored. Partly it is because the users go to the book with preconceived notions, often quite erroneous, of how to interpret the entries. Dictionaries therefore, despite their best intentions, frequently mislead. The dictionaries listed above, however, generally mislead as little as their inescapable shortcomings permit. Other dictionaries of similar format are better avoided. This suggested exclusion does not, of course, refer to smaller books intended for high school or grade school use or to specialized dictionaries of slang, chemistry, etc.

A BASIC BIBLIOGRAPHY ON THE HUMANITIES

Prepared for NCTE/ERIC

By

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and

Hilda G. Tuthill

Abington (Pennsylvania) High School
1969

MONOGRAPHS:

ED 020 453
Adler, Richard R., and Arthur Applebee. Annotated Humanities Programs. Champaign: NCTE, 1968. EDRS Price: MF-$0.25 HC-$3.35 65p.

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Prepared for NCTE/ERIC

By

Richard E. Hodges
University of Chicago

1969

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Prepared for NCTE/ERIC

By

Edward P. J. Corbett
Ohio State University

1968

[Ordering Information Updated October 1969]

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By

L. Ruth Clay

Wayne State University

and

Stephen Dunning

University of Michigan

1968

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By

David J. Powell
North Reading (Massachusetts) High School
1968

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W. Nelson Francis
Brown University

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BASIC ANNOTATED BIBLIOGRAPHY ON THE TEACHING OF VOCABULARY

Prepared for NCTE/ERIC

By

Walter T. Petty
University of New York at Buffalo

and

Robert Mehaffy
Luther Burbank High School
Sacramento, California

1968

BOOKS:

Dale, Edgar, and Jaher Razik. *Bibliography of Vocabulary Studies.* Second Revised Edition. Columbus: Bureau of Educational Research and Service, Ohio State University, 1963.

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